



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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This policy is designed to meet the needs of all pupils, working through pre-formal, semi-formal and formal curricula. It is inclusive of students who function at early/preverbal levels of language and communication, through to those who express themselves verbally and in writing. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

LEGAL FRAMEWORK

All children are entitled to Relationships and Sex Education. This entitlement is enshrined in the UN Convention on the Rights of the Child which establishes that all young people have the same right to enjoy their sexuality within the highest attainable standard of health, free of coercion and violence, and to access quality sexuality education and sexual health services.

All schools must provide sex and relationship education (including education about HIV and AIDS and other sexually transmitted diseases where appropriate) and must teach human growth and reproduction as set out in the National Curriculum.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in all schools except independent schools.

School Overview

Silverwood School is a school for students with severe and complex learning difficulties, catering for students aged 3 to 19 years, currently based across three sites in Wiltshire. The range of additional difficulties experienced by students includes autism, physical and multi-sensory impairments, epilepsy, developmental delay, auditory and visual difficulties. In addition, some students may experience emotional dysregulation and challenging behaviour. It follows, therefore, that all students access an adapted curriculum, and within this individual learning targets are addressed.

Some groups of children will benefit from discrete schemes of work delivered in weekly lessons over one term. Other individuals or groups will benefit more from contextual, passive teaching and learning to support their RSE development. All pupils will have their learning and skills supported and embedded throughout their school journey in a wide variety of contexts within the daily routine. Where discrete RSE is taught in the older classes, it may be beneficial and appropriate to teach single sex groups. Across each site, the cultural, social, religious and sexual beliefs of all students are respected. We recognise at Silverwood School that we support families from a wide range of cultures and social backgrounds, and always endeavour to ensure highly effective and fully inclusive practice to achieve positive outcomes.

Aims of our Relationship and Sex Education programme

The Silverwood Relationships and Sex Education programme aims to identify learning outcomes appropriate to the students' age, ability, gender, and level of physical and mental maturity. It is based on assessment of students' needs, and a knowledge of vulnerable students.

Section 1 of the Education Reform Act of 1988 states that we must:

- Promote the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- Prepare such students for the opportunities, responsibilities and experiences of adult life.
- In addition we aim to:
- Provide information and knowledge to which all students are entitled;

- Clarify/reinforce knowledge students have already acquired;
- Raise students' self-esteem and confidence, especially in their relationships with others;
 - Teach students to respect and value the opinions and feelings of others.
 - Help students to understand their sexual feelings and behaviour, so that they can lead happy, fulfilling lives;
 - Help students to develop skills (language/ communication, decision making, choice, assertiveness) which are necessary in a range of situations;
 - Promote acceptable and appropriate behaviour in public and private situations;
 - Provide students the opportunity to practise strategies which reduce the risk of exploitation, misunderstanding and abuse;
- Provide students with the confidence to be an active member of society and make students aware of the legal implications of a variety of issues in regards to relationships;
 - Support students to access information and facilities.

Definition and value of Relationship and Sex Education

RSE is lifelong learning about physical, moral and emotional development. Through RSE, students learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health.

We believe that the basis of moral behaviour is that each of us feels valued for what we are, and of worth to others. Our students, with a variety of disabilities, and from a range of backgrounds, need first to develop and understand self-esteem, body awareness and consent before they can establish satisfying relationships with others. For many, marriage and parenthood may be unrealistic expectations, but this does not mean that they are to be excluded from forming loving and caring relationships during their lives. Through our Relationship and Sex Education programme, we endeavour to give our students the skills to conduct such relationships with dignity and assertiveness and to avoid/understand if they are being exploited. We believe and understand that nearly all our students will go through puberty and all have a right to feel safe but also to have the right to a sex life too, as well as experience and engage in masturbation and self-stimulatory behaviour.

We have a duty to protect our young people and we will be alert to anything disclosed or observed which could suggest a child protection issue relating to any form of abuse. All staff have regular updated training to ensure safeguarding practises and procedures are followed and our students are safe.

Roles and Responsibilities

The governing body will:

- Decide whether sex education should be taught in the primary school curriculum and, if so, what it should consist of and how it should be organised.
- Seek the advice of the head teacher on this policy, keep it up to date, and make it available to parents.
- Ensure that sex education is provided in a way that encourages students to consider morals, the value of family life, a wide range of family structures and the importance of marriage when this is appropriate.

The head teacher will ensure that:

- The governing body is advised about the nature and organisation of Relationship and Sex Education and how it reflects the aims and values of the school. The PSHE co-ordinators on each site will report to the governors annually.
- Sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of marriage.
- Students are protected from inappropriate teaching materials.
- A scheme of work and approved resources are agreed and implemented.
- Parents are informed about the programme for sex education each year.

Staff who teach Relationship and Sex Education are expected to:

- Provide sex education in accordance with this policy and in a way which encourages students to consider morals and the value of family life
- Participate in training to provide sex education in line with the school curriculum policy
- Implement the agreed scheme of work (*See page 8 and Appendix 3 for more details*)
- Draw to the attention of the head teacher any materials which they consider to be inappropriate
- Respond appropriately to those students whose parents wish them to be withdrawn from sex education.
- Use distancing techniques and not discuss their own sexual activities
- Always start from the legal standpoint and teach from that point
- Teach about situations both on and offline where possible and not in a standalone situation
- Represent and respect protected characteristics throughout their RSE resources and lessons in line with the Equality Act 2010, (please see *The Equality Act 2010 and schools: Departmental advice*)
- Show a variety of family make ups to be representative of different family dynamics and be sensitive to the family dynamics of their class (e.g. adopted/fostered children)
- Set up a safe environment for discussion by setting ground rules for the class and referring to these in each lesson (*see Appendix 4 for examples*)
- Feel confident enough to not have to answer questions straight away and ask the PHSRE lead for support if unsure
- Work within agreed school safeguarding practices
- Respond to students questions with respect at all times to help build their confidence
- Respect the privacy of the students. Students should be helped to develop a set of ground rules for RSE lessons which include treating all information as confidential and not to be discussed outside of the group. This applies equally to the adults – except in the case of disclosure of abuse or safeguarding issues.

The Relationships and Sex Education Programme

We offer students a programme of relationships and sex education, and personal development appropriate with their age and physical development, with adaptations made to meet the individual cognitive abilities of the pupils. All our students are working below their age related expectations and not all will be ready for formal Relationship and Sex Education, even in the secondary phase. **Therefore we will not be teaching a formal sex education programme in the Primary classes.** Some of our young people will benefit from discrete teaching while others will benefit from reinforcement in context of appropriate behaviour and learning what is acceptable.

Our work on sex education, as in all other subjects, will begin at a very early level and the child will progress through at their own pace and ability to understand. The outline below summarises what we believe meets the needs of almost all students. Not all students will be taught about HIV, AIDS and sexually transmitted

diseases. This has to be a decision taken by the class teacher in consultation with the parents and PSHE co-ordinator. **All students will be prepared as fully as possible for adulthood.**

In line with Government Statutory Guidance for Schools teaching Relationships and Sex Education (2020) Silverwood School aims to ensure that, in the primary phase of learning, there is ample coverage of the following areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Teaching staff judge, from their in depth knowledge of the student, when the older students are ready to move on to the secondary phase of learning, which will focus on:

- Families
- Respectful relationships and friendships
- Online media
- Being safe
- Intimate care/health and sexual relationships, included but not limited to: pregnancy and birth*, contraception*, menstruation* and masturbation*.

*These are considered to be the biological elements of sex education and as such are part of National Curriculum Science and are therefore compulsory.

For more details of the specific topics mentioned above and possible vocabulary which may be learnt, please see Appendix 1 & 2.

The organisation of Relationships and Sex Education

As stated above, it is a legal requirement that children receive a programme of sex education. The Silverwood School governors expect a basic programme of Relationships and Sex Education and personal development to be part of every students' entitlement, from 3 to 19. In Primary settings, the work is cross-curricular, with many learning opportunities for PSHE in less structured, informal parts of the school day.

In Secondary settings, one session per week of approximately 45 minutes is set aside for PSHE and sex education forms part of this programme which is taught during the specified and agreed term. The work is presented in the form and pace best fitted to meet their needs. The subject is taught in small group and individual work to meet the specific and varied needs of the students. It is targeted at their cognitive levels.

No teacher will be expected to undertake specific sex education teaching without the support of colleagues, and training.

Silverwood School expects teaching support staff to be involved in all aspects of the work, but overall responsibility rests with the teaching staff.

Assessment of Relationships and Sex education

Teachers are encouraged to use baseline activities to tailor their planning to groups/individuals. Examples include but are not limited to: write and draw; KWL grids; mind maps and confidence lines etc. These can be used to address areas of need as well as misconceptions.

Assessment of progress can be identified in a range of ways for example: revisiting original baselines and adding information learnt; producing a brochure/leaflet to show the skills/information students have learnt or answering quizzes.

Please see Appendix 5 for examples of assessments.

Policy on specific issues

Students with profound and multiple learning difficulties are included in ways appropriate to their needs. They experience most of the basic content of self-awareness, gender awareness, recognition of body parts, privacy.

Contraceptive advice. Students are taught, in the context of sexual intimacy and safer sex, about the differing types of contraception, and in particular, the use of condoms. Questions are answered honestly, within the students' ability to understand. Should further advice be sought, the appropriate agencies would be consulted.

Sexual abuse. We are aware that some students may have experienced sexual abuse. We do not consider this to be a reason to avoid sex education and personal matters, but we do work with extreme sensitivity. In these cases we would be guided by other professionals involved. Should disclosure take place during a lesson or to a teacher at another time, we would follow the school guidelines, and inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. [Students are taught that children can also be perpetrators of abuse and that the school does not tolerate peer on peer sexual violence and harassment.](#)

H.I.V. and AIDS. We aim to prepare and inform our students for as much independence as possible, so we expect them to learn that condom use is usual and accepted in any sexual encounter. We teach about the possibility of infection being passed on as a result of unprotected sex. We explain the implications of contracting the virus, *making sure the information given is appropriate to the level of understanding of the students.* We answer questions honestly, with the aims of increasing understanding, alleviating anxiety, and to counteract any prejudices expressed. This level of detail would only be taught to students for whom it would have a relevance and who would be able to understand the issues.

Resources and schemes of work

As a subject, PSHE and within this sex education is well resourced. All teachers have access to resources which are stored centrally, and there are resources for all age and ability levels. We also make expansive use of everyday objects, and indeed situations, within our work. Audits take place in line with the Cycle of Evaluation to ensure resources needed can be ordered and utilised throughout the campuses.

Most specialist materials are illustrative, and include books, videos, C.Ds, posters, and models. We invite parents and carers to meet staff and to see how the resources are used. We acknowledge the skills of all staff involved in the teaching of sex education and consider them a valuable resource.

As Silverwood School continues to develop, PSHE Leads and the Senior Leadership Team will work towards alignment of the RSE curriculum and schemes of work across all campuses.

Please see Appendix 3 for an example list of resources.

Use of outside visitors

We occasionally call on the services of outside visitors to contribute to relationships and sex education. We have, for example, invited pregnant women (usually staff or friends or relatives of staff) to help answer questions. They have often returned with their babies and demonstrated and shared with us some routines and tasks associated with childcare. We also sometimes invite health care professionals into school to support our work.

Guidelines for staff working in the context of personal care and development.

- Treat every student with dignity and respect.
- Relate to students in an age appropriate way.
- Reinforce the 'private' concept in all situations.
- Discourage older students from age inappropriate behaviour in all situations; for example, hugging and kissing adults as a way of greeting (other than close friends and family)

- Whenever possible, personal care to be carried out by a carer of the same sex as the student.
- Adults should not enter into discussions about their own private life except in the most general way during sex and relationships issues.

Partnership with parents

We place importance on sharing joint responsibility with parents and carers for our students' education on sexual matters. We do our best to comply with wishes or views they may have relating to how sex education is presented to their children, but would not in so doing compromise our equal opportunities policy. We are aware that some parents find dealing with the sexual development of their children hard to cope with, and we are happy to take the initiative.

We take every opportunity to involve, inform, and support parents and carers by:

- Inviting parents to discuss personal development when their child enters each new phase of the school.
- Raising personal development issues at Annual Review meetings.
- Inviting parents and carers to any parent workshops.
- Providing opportunities to work with professionals, and to view and discuss resources.
- Sharing resources for use at home such as private symbols and symbols for body parts or social stories about topics that become useful as our young people go through puberty or learn to relate to others in appropriate ways.

Teachers are always willing to discuss issues or concerns with parents, and keep them informed of plans and progress.

Parents and carers who wish to do so may borrow resources to use in order to work with their children at home.

Parents'/Carers' rights to withdraw their children from sex education

At Silverwood School, staff will always inform parents /carers when their child is due to receive RSE lessons, as well as the content that is to be delivered.

From feedback, we know that the majority of parents value the sex education opportunities offered to their children; however, apart from the elements which fall within the Science curriculum, parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request, the head teacher will discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. [The Head teacher will also liaise with the DSL and a referral to MASH will be made if relevant.](#)

Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers' request to withdraw the child, **up to and until three terms before the child turns 16**. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

There may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making their decision regarding the right to withdraw e.g. safeguarding issues or a known vulnerability towards exploitation. In these circumstances, the head teacher will explain their reasoning to the parents/carers and keep written record of their decision and supporting evidence.

If a pupil is excused from sex education, the head teacher will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education or other parts of the National Curriculum including the teaching of biological aspects of human growth and reproduction necessary under National Curriculum Science.

Parents and carers should be aware that even if withdrawn from sex education, if their child/another student ask questions at other times, these will be answered honestly.

Please see Appendix 6 for Right to withdraw letter.

Monitoring the Relationship and Sex Education programme.

The subject co-ordinators on each three sites are informed about the timings and content of discrete lessons on RSE and will put together a rolling programme of coverage to ensure that learning is built upon as the young people move through the school and become ready for new learning.

Feedback regarding RSE teaching will be collected annually from students, parents and carers and staff and will be used to inform future RSE planning, within the statutory guidance and legal framework provided by the Department of Education.

Appendix 1 – The Relationship and Sex Education programme statutory guidance.

Below you will find the *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education* from the Department for Education (DfE).

Please also see the PSHE Association PSHE education planning framework for pupils with SEND, (key stages 1-4) planning document, **available from the Silverwood website**.

The Framework is fully aligned with the *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education* from the Department for Education (DfE). The content grids from this statutory guidance (as shown below) have been mapped to the Planning Framework, and learning outcomes have been adapted appropriately in cases where statutory content may not be accessible for pupils with SEND.

Teachers are free to use this framework flexibly, adapting it to the unique needs and abilities of their pupils, as their development will not necessarily correspond to their chronological age or their key stage in many aspects of their learning in PSHE education.

For example, teachers might need to draw on learning outcomes from key stages 1 & 2 for some pupils in key stage 3 or 4 and vice versa, or might need to draw from both phases for some pupils. Much of the learning may need to be regularly re-visited and consolidated — the focus should be on the quality of learning rather than quantity of ‘topics’ covered.

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

	<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p>

	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries,

	<p>privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

	<ul style="list-style-type: none"> • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 2 – Vocabulary example dependent upon individual student’s cognition and developmental stage

Please note that this list is not exhaustive and teachers should use their professional judgement of the cognitive and developmental stages of their pupils when introducing new vocabulary.

Progression dependent upon individual students’ cognition and developmental stage	Vocabulary that may arise:	New vocabulary that may be taught continuing from the previous learning:
	pregnancy, birth	love, relationships, family, marriage, support, roles, community, male, female, feelings, emotions, change, care
	pregnancy, scrotum, womb, gay, lesbian	vagina, vulva, penis, testicles, birth, life-cycle, nipples, breasts, breastfeed, baby, private, consent
	transgender, gay, lesbian, homosexual, sperm, egg, ovary, womb, wet dream, ejaculate, pubic hair	cells, puberty, pregnancy, foreskin, scrotum, erection, reproduction, gender, hormones, voice ‘breaks’, period, bra, spots/acne, discharge, hygiene, stereotype
	transgender, gay, lesbian, homosexual, homophobic, masturbation, circumcised, smegma, womb, uterus	sexuality, menstruation, genitals, pubic hair, sanitary wear, sanitary towels/pads, tampons, wet dream, ejaculate/ejaculation, semen, sperm, sperm duct, urethra, egg, ovum, ovary, fallopian tube, bacteria, infection, sebum, pores,
	transgender, transsexual, gay, lesbian, homosexual, homophobic, heterosexual, transphobic, bisexual, circumcised, smegma, abortion, miscarriage, IVF, stillbirth, caesarean, contraceptive implant	reproductive organs, sex, sexual intercourse, making love, masturbation, pleasure, sex cells, clitoris, anus, cervix, labia, womb, uterus, conception, fertilisation, pregnant, pregnancy, implantation, embryo, foetus, umbilical cord, amniotic fluid, placenta, amniotic sac, contractions, labour, immune system, vaginal fluids, HIV, Aids, sexual disease, S.T.I., virus, contraception, condom, contraceptive pill, female genital mutilation (FGM)

Appendix 3 – resources list:

This list is an example of where reliable and trustworthy resources can be found online, however it is not exhaustive.

Other resources are available on Silverwood School internal servers and physical books/resources etc. are available from PSHRE leads on each campus.

EQUALS scheme of work (currently Chippenham campus)

<https://equals.co.uk/whiteboard-room-pshe/>
<http://equals.co.uk/wp-content/uploads/2015/09/Preview-SoW-PSHE-web.pdf>

NSPCC

<https://learning.nspcc.org.uk/research-resources/schools/love-life>
<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans>

PSHE Association

Including but not limited to:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-online-and-pshe-education>

Sex Education Forum

<https://www.sexeducationforum.org.uk/resources/advice-guidance/rse-pupils-send-short-guide>

Department for Education

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](#)

Twinkl

There are several activities on Twinkl from Key stage 1 – 4 which could be adapted for a variety of cognitive needs.

<https://www.twinkl.co.uk/>

Appendix 4 – Ground rules examples

Below are some examples of ground rules which should be set up and referred to in each lesson. This will help to foster a safe and supportive learning environment, within the agreed school Safeguarding practices.

Ground rules can be personalised to the needs of the class and should be based around a mutual respect from both staff and students. Rules can be signed, pictorial, text based or a combination of all 3.

Ground Rules for SRE

- G** Giggling is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.

 www.twinkl.co.uk



1. Listen to each other



2. Respect each other's opinions



3. No personal stories



4. Ask questions if you don't understand.



5. Giggling is ok.



6. Use the scientific names for body parts



7. Tell an adult if you would like to talk to them in private

Appendix 5 – Assessment examples:

Baseline assessments can be used to gauge the starting point and misconceptions of a class/individual, whilst progress assessments can be used to check understanding.

The examples given below are taken from the excellent PSHE Association Assessment for PSHE KS1-4 documents which can be found on the I Drive or at <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guides-assessment-pshe-education-ks1-4>

Examples of baseline assessments include:

Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall/working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding	Skills, strategies, attributes
Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum/washing line'	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding	Skills, knowledge, attributes

Examples of assessments showing pupil progress include:

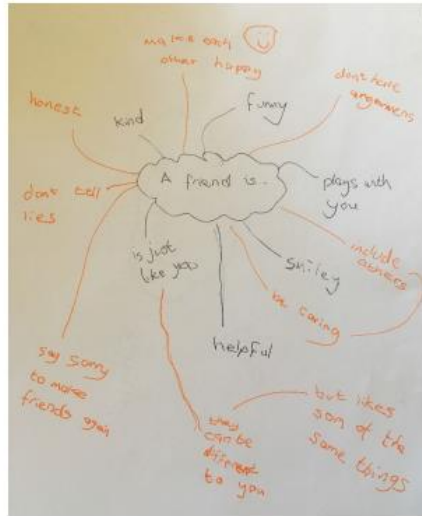
Using baseline activities to measure progress in the endpoint activity

Baseline assessment activity	Endpoint activity to demonstrate progress
Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques	Repeat activity, showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
'Graffiti wall/working wall'	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/washing line'	Repeat the activity, asking pupils to discuss whether- and if so how far- they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

Baseline assessment



Endpoint assessment



Teacher assessment using adapted 'I can' statements

	Working towards	Working at	Working beyond
I can say what friendship is		X	
I can give examples of makes someone a good friend		X	
I can say how to include others who might feel lonely	X		
I can suggest ways to resolve disagreements		X	

Draw and write activities – in this first example, for the baseline activity, pupils were asked to draw and write how someone shows positive and negative feelings (before the new teaching took place). This child's current concept of positive and negative feelings is fairly simple: either happy and saying 'yes', or unhappy and saying 'no'.



Draw and write revisited to demonstrate progress – here the same pupil has added to their work in a different colour. Their concept of positive and negative feelings is now much broader, and encompasses assertiveness ('could you leave me alone'), perseverance and resilience ('sticking at things'), having 'self-discipline', together with a much broader range of positive and negative attributes being identified:



Appendix 6: Right to withdraw a child from the sex education components of the RSE curriculum



Building Community, Inspiring Learning

Executive Headteacher – Mr Sean McKeown

TO BE COMPLETED BY PARENTS/CARERS	
Name of student	Class
Name of Parent/Carer	Date
Campus:	
Reason for withdrawing from sex education within relationships and sex education:	
Any other information you would like the school to consider:	
Parent/Carer signature:	
Date:	

TO BE COMPLETED BY THE SCHOOL UPON DISCUSSION WITH PARENTS/CARERS	
Date:	Staff present:
Agreed actions from discussion with parents:	
Is this an exceptional circumstances where the Head teacher may want to take a pupil's specific needs arising from their SEND into account? If yes, please give details below (as far as safeguarding/confidentiality allows)	
Is the student within 3 terms of their 16 birthday? If yes, what was the student's decision?	
The Head teacher will also liaise with the DSL and a referral to MASH will be made if relevant.	
Signed:	
Date:	
Position:	