



Policy  
Document

# Woodfield School

Relationships and Sex  
Education Policy

**Reviewed: October 2022**

## **Context**

In accordance with the Department for Education's Guidance on Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (HE) (2020) this policy document outlines the rationale, purpose and implementation of Relationships and Sex Education for the pupils at Woodfield School. This policy also takes account of the Supplementary Advice 'Sex and Relationships Education for the 21st century' created by the PSHE Association and others. (2014 updated 2017).

This policy has been developed over several years of work including a series of conversations & consultations with: Governors, Senior Leadership, our safeguarding team, school therapists, staff, parents and pupils. While developing our policy and curriculum, we also consulted with a number of external agencies and their materials including: Hertfordshire Educational Psychologists, Hertfordshire PALMS Psychologists, UNICEF, Educate & Celebrate, National Children's Bureau, Child Line, Brook, Flo Long Horn and Image In Action.

Woodfield is an all age Special School; the students on roll range in age from 3 – 19 years old. The School is multi-faith, with many of the school's population coming from ethnic minority backgrounds. For many, English is a second language. All students have an Education and Health Care Plan (EHCP) with Severe Learning Difficulties or Profound and Multiple Learning Difficulties. Social and emotional understanding and communication are areas of significant difficulty. These additional needs have a particular impact on the understanding, forming and managing of relationships both inside and outside their families. Relationships Education, Relationships and Sex Education and Health Education takes place in this context. Students have legal entitlement to RE, RSE and HE that is relevant to them and supports learning about different faiths and cultures. The teaching of RE and RSE is part of HE and is an integral part of the wider framework of being a Healthy School.

This RSE policy will:

- Provide information for staff, parents, carers and visitors to support their understanding of how Relationships, Sex and Health Education is taught at Woodfield School
- Provide information for parents/carers should they be considering for their child to be 'excused' from some RSE (except that which is part of the Science curriculum)
- Identify staff responsibilities for planning, monitoring and evaluating the teaching of Relationships and Sex Education
- Be regularly reviewed to reflect any significant changes to government legislation and/or at the discretion of the Headteacher or Governors

## The Law:

*'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 pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'* (DfE, 2020 points 3 p8)

*'Sex and Relationships Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life'*  
(DfE, 2020 point 2 p8)

*'Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society... and the conventions of courtesy and manners'*  
(DfE, 2020)

*'Relationship and Sex Education is vital in 'promoting emotional well-being.'*  
(The Children's Act 2004)

### **What Is Relationships Education and Relationships and Sex Education?**

*Woodfield uses guidance referred to in Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. (DfE 2020)*

### **Relationships Education (RE): Primary**

*The focus in Primary Classes is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (DfE, 2020 point 54 p19) For Further detail on the primary Curriculum See p7-9*

### **Relationships and Sex Education (RSE): Secondary**

*The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship .... It should teach what are acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. (DfE, 2020 point 69 p25) For Further detail on the Secondary Curriculum See p7, 9-10*

### **Students with special educational needs and disabilities (SEND)**

*In special schools and for some SEND students in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of students at different developmental stages. As with all teaching for these subjects, schools should ensure that, their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law. (DfE, 2020 point 35 p15)*

## **Principles, Values and Aims of RSE**

Relationships, Sex and Health Education is a lifelong learning process. Woodfield School supports the physical, moral, personal, social and emotional development of all pupils within the context of valuing difference and respect for all, promoting self-awareness, confidence and independence. Young people have the right to a Relationships and Sex Education (RSE) programme that ensures that they are provided with information and opportunities at a level appropriate to their age, ability, maturity, personal, social and emotional development. RSE at Woodfield is specifically and individually designed according to the age, needs, vulnerabilities and understanding of pupils and students. RSE at Woodfield is responsive to the specific cultural and religious views of pupils and parents.

### **RE & RSE at Woodfield School aims to provide pupils with:**

- Appropriate information which is clear, honest and straightforward
- Shame free teaching and learning and answers to their questions
- Knowledge of how people are the same and different
- Knowledge of the different families people have
- Knowledge of the names the groups of people by their relationship to them
- Ongoing age appropriate knowledge of what is and isn't ok, in how people can interact depending on their relationship with each other. Later this leads to structured opportunities to learn more about and reflect on what is and is not appropriate for different relationships and ways to stay safe as part of social safety
- Social skills and strategies including valuing the importance of family, friends and others at school or in the local community
- Understanding of private and public environments and what are appropriate behaviours in different settings
- Structured opportunities for pupils to acquire and develop the skills and knowledge necessary to initiate and maintain positive relationships with others
- Opportunities to practice giving, withholding and withdrawing consent, practicing self-advocacy and exerting autonomy across a wide range of contexts
- Strategies to help them keep safe, recognize risks and seek appropriate help
- Support in order to reduce the risk of exploitation and abuse
- Opportunities to make and communicate informed choices
- Age appropriate knowledge about loving relationships, the nature of sexuality and what is legal, safe, appropriate and consenting
- Knowledge about their bodies and the changes that happen as they grow up
- Strategies to manage their changing personal hygiene, emotions and health needs
- Knowledge of the processes of human reproduction in the context of the life cycle
- Chances to know and understand themselves
- Opportunities to recognise and explore feelings and ways to help regulate these
- Opportunities to accept their own sexuality and that of others and to consider how they express their sexuality in safe, positive and appropriate ways
- Appropriate experiences to enjoy relationships that are founded in mutual respect
- Understanding of what masturbation is, how to stay healthy and safe, when and where it is appropriate
- Age appropriate knowledge of where babies come from, what pregnancy looks like, changes to the body, how to care for babies and the responsibilities of raising a child
- Focused teaching of different intimate interactions within loving, committed consenting and legal relationships.

## **Equalities Statement**

Developing an inclusive curriculum is a statutory requirement of the National Curriculum. We will ensure that:

- All pupils are encouraged to develop and display attitudes of mutual knowledge, understanding and acceptance.
- Staff are aware of pupils' religious, ethnic, cultural and linguistic heritage.
- Teaching and learning methods take account of the diversity of pupils' needs and encourage positive attitudes to diversity, gender and race equality.
- The resources, images and contexts used are inclusive and diverse: mirroring the pupils' own lives and offering insight into other lives.
- Schemes of learning and lesson plans are based on diverse backgrounds, experiences and cultural perspectives
- In accordance with the Equalities Act 2010 issues related to gender stereotyping and sexual identity discrimination will be addressed as appropriate.
- We intend our policy to be sensitive to the needs of different ethnic groups. All planning is sensitive to the religious and cultural beliefs of the students in the group.
- Students should be encouraged to respect and value similarities and differences between people, including their own and other people's sexuality. No particular sexual orientations will be promoted. Students will be taught that discrimination against anyone for any reason is not acceptable. All Students should be treated the same regardless of their family background. (Equality Act 2010)

## **Teaching and Learning Approaches**

RSE is taught within the context of a broad and balanced programme of Personal, Social, Health and Economic Education (PSHE)

- Curriculum planning, monitoring and evaluating the teaching will be undertaken by the Curriculum Learning team for Me and My Personal Development along with Senior and Middle Leadership.
- Class planning, monitoring and assessment for learning of RSE will be undertaken by the class teachers as they know their pupils' individual needs the best.
- RE and RSE will be delivered by class teachers and class teams across the school. Much of the teaching and learning is integrated into everyday interactions and activities. When specific 'Nitty Gritty' topics are planned to be explicitly taught the class teacher will share this with you at the start of the term although if a specific need arises for particular pupils they will also discuss this with the specific families.

All pupils' Education Health and Care Plans include over-arching targets that cover Personal, Social Health and Economic Education and these will include Relationships and Sex Education as appropriate. Learning objectives are also linked to those in EYFS and the National Curriculum and Post 16 Curriculum as appropriate.

As with our whole curriculum RE and RSE is based on each individual pupils' individual needs and stage in life. A wide range of materials and a variety of teaching strategies are employed to meet individual needs. These are all designed to be clear, engaging and appropriate for the age and abilities of the pupils. Explanations and materials may need to be explicit and visual in order to meet the individual needs of some pupils. All resources used will be specially designed for teaching RE and RSE. Techniques will be used to ensure that pupils do not need to answer personal questions in a group. Staff will use

phrases like 'some people, girls, boys, men, women ...' This creates distance between individuals and the subject matter. We also use activities which 'distance' the subject matter from the students, for example using pictures, stories and models. A wide range of symbols and signs can be used and our signing dictionary includes videos of many signs related to RSE vocabulary. Teachers worked together to decide on the best terminology and vocabulary that is as clear as possible for our pupils. Most are the scientific and technical terms. For other things considering what would make the most sense to our pupils was key. For example we rejected the term 'unisex', in favour of saying it is 'for everyone'. Topics are presented in a variety of ways increasing in depth as the pupils increase in age and maturity. Great care is taken to match the relationship and sex education provided to the understanding of the pupils involved. Methods of delivering this curriculum include turn-taking games like 'Will you wear my hat?' and 'Will you touch my Jelly?', pretend play with baby dolls, role-play, drama, video, other audio visual means and objects like clothing or sanitary pads. Resources used are age appropriate. Some pupils benefit from a sensory approach, due to their sensory or physical impairments, and this will be accomplished using appropriate strategies and resources. Students and pupils with complex and multiple needs are not excluded from this learning. Using appropriate methods, they will experience most of the basic content, such as self-awareness, gender awareness, body parts recognition, privacy, giving and withholding consent and how to communicate concerns. Our Quality Interaction Policy and training ensures that all staff interact positively with all pupils and that the pupil's dignity is paramount.

Pupils will be taught in mixed groups for many activities, as appropriate pupils will be arranged in groups for RSE in a way that will reflect their individual needs and abilities as well as physical maturation. Single gender groups will be used if and when appropriate. However, where there is special need, arrangements can be made to teach the pupils in other appropriate groupings. All class teachers of EYFS, the various Key Stages and in the Post 16 Department are responsible for delivering RE and RSE linked to Personal Development and Citizenship. At anytime advice can be sought by staff from the Personal Development Team and Inset training may be provided where there is a need.

We actively seek to develop and improve our coverage and teaching strategies. In Summer 2017 we worked closely with a Hertfordshire Educational Psychologist, as part of PhD research, to interview parents and staff to explore how curriculum content and teaching strategies could be delivered and how they can be improved. In Spring 2018 we undertook continuing Professional Development to develop how we teach Sex and Relationship Education to pupils with Profound and Multiple Disabilities and Sensory Impairments. Our learning and CPD training to further develop our teaching of RE and RSE for pupils with severe learning difficulties has continued since this initial work. From 2018-2019 we worked with Image in Action. Who for over 35 years have developed methods and resources for RSE and Sexual Health work for those with learning disabilities. Together we delivered direct work with families and staff including consultations about the curriculum as well as workshops and training on specific training. Through CPD and ongoing training we continue to develop our teaching strategies and resources to meet the specific needs of our pupils and their families to help prepare them for their lives now and into adulthood.

### **Confidentiality and Advice**

Teachers and other school staff will respect confidentiality of the pupils when discussing personal or private issues. Some information cannot be held confidential, and pupils will be helped to understand that if certain disclosures are made, certain procedures are necessary. At the same time pupils will be offered sensitive and appropriate support. If a

pupil makes a disclosure of sexual abuse, or demonstrates behaviour that is concerning during a RSE lesson or at any time, the school staff will follow the guidelines laid down in the school's Safeguarding and Child Protection policies. **Please refer to the Child Protection and Safeguarding Policies.** If a member of staff has any concerns about an issue raised by a pupil, they will seek the advice of a member of the Senior Leadership Team or Designated Safeguarding Team as appropriate.

## Curriculum

Relationships Education, Relationships and Sex Education and Health Education are an integral part of the Personal Development and PSHE curriculum which runs through EYFS and all Key Stages. This enables the development of knowledge and skills and learning about feelings and behaviour.

Where the class teacher feels that the topics or learning objectives may be inappropriate for a particular pupil, then a suitably differentiated alternative will be offered and recorded. It is likely that it will not be appropriate to teach all aspects of this RE and RSE programme to all pupils.

### Topics

The topics below are taught to pupils according to their needs, abilities, age and maturation. We start teaching the important foundation topics in EYFS, KS1 and 2 and will regularly revisit them within the Secondary aged programme in an age appropriate way.

#### **For Example: Learning about 'Public and Private'**

This is taught with all class groups across most days in practical, in the moment ways. The knowledge and skills are not taught exclusively in the earlier classes they continue to be practiced and built upon to help the child or young person be more secure in their knowledge and its application.

#### Studying the topic of 'Public and Private' in EYFS and KS1

May include staff acknowledging that the toilet is a private place in school or to encourage a child to take their hands off their pants because that is private. And where it is and isn't ok to be naked.

#### 'Public and Private' in KS2

May include understanding that there are parts of the body that are private and that we should have certain parts of our bodies covered except in particular circumstances. Which buildings and parts of buildings we can and can't go into because they are private or public.

#### 'Public and Private' in KS3

May be about learning about behaviour that is ok and not ok in public, and the right to a private place and time at home perhaps in the bathroom or bedroom. Or that there are different levels of private such as public bathrooms and changing rooms and how to act in these.

#### 'Public and Private' in KS4/Post 16

For some pupils may include understanding why a couple would want and need privacy in an intimate relationship or what is ok to do in different places.

## **Pupils in Nursery and Reception year groups follow EYFS**

### **Primary**

At Primary level, Relationship Education will ensure that, where appropriate, all children begin to develop:

- Sensory awareness
- Self-awareness-including behaviour
- Who am I?
- Same and Different
- Gender
- Relationships – people around us
- My Family, Your Family and people who care for me
- Public and Private
- To notice that animals, including humans, have offspring which grow into adults
- Pretend play with babies and dolls
- Communicating choices and rejecting options
- Learning to play and work co-operatively
- Turn taking skills
- The idea of sharing and caring for one another
- A sense of their own importance and feelings of self esteem
- An acknowledgement of their achievements and those of others
- Some basic hygiene skills
- Friendships within their class group
- A moral sense of right and wrong
- Responsibility for their learning areas
- Recognition of main external body parts and language for external body parts. Possibly to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Understanding that animals are living beings
- Knowledge that humans need food, water and sleep to grow
- How to act in safe ways and use things in safe ways

At Primary level, by the End of Key stage 2 Relationship Education will ensure that, where appropriate, children begin to develop:

- Functional communication across a range of contexts to give or withdraw consent including: Stop, finished, again and more, saying no and asking for help.
- Skills and knowledge for being safe including online
- Knowing how I feel. Recognising and then communicating emotions and feelings and what can I do with them?
- Caring friendships and respectful relationships. Knowledge about relationships – family, friends and staff. What can we do together?
- Who are you to me? Wider relationship label vocabulary.
- That I can touch others on the arm or shoulder
- Understanding of the groups I belong to
- Recognition of the feelings of others
- Appropriate behaviour – how should I interact with other and resources?
- Knowledge of my body parts in more detail including private parts, bones and feeling how my muscles work

- Managing my hygiene, and my privacy
- Wider understanding of private and public places
- Skills in recognising similarities and differences
- Pride in myself
- Knowledge of what I like and dislike
- Knowledge about life cycles including in other animals and humans: pregnancy birth, infancy, childhood, teenage years, adult, old age and death
- Knowledge of reproduction in plants, and sexual reproduction in animals
- How am I like my parents and how am I different?
- Understanding of puberty, how my body will change and how I might feel
- Understanding of body changes including menstruation, hair growth, sweating and personal hygiene
- More ways to be healthy

**For most pupils much of this early learning will be ongoing and strengthened through their education across the Key stages.**

### **Secondary**

For Secondary aged pupils, Relationship and Sex Education will revisit and build on the primary curriculum in age appropriate ways and help to ensure that, as appropriate, young people will be encouraged to:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens by helping others and looking after places
- Appreciate and respect our differences and diversity
- Become more aware of their gender differences and their necessary hygiene routines
- Take greater pride in their appearance
- Learn to manage more elements of their hygiene routines
- Learn how to communicate and manage health and medical needs
- Know who to and where to go for help or advice
- Understand that not all people tell the truth
- Have a moral awareness of right and wrong and positively act upon it
- Further develop their confidence and self-esteem, to value themselves and others
- Develop and maintain friendships including overcoming upsets (know who can and can't be your friend – staff can be friendly but cannot be your friends)
- Build on their choice/decision making skills, and accept the consequences of their actions when they are desired and less desirable to help them make informed choices in the future
- Develop risk recognition, risk analysis and risk taking skills
- Practice giving, withholding and withdrawing consent, and develop self-advocacy and exerting autonomy across a wide range of safe contexts.
- Withstand peer pressure and only do what they are comfortable with in a range of safe situations
- Be part of discussions about what someone / a character should or shouldn't do in different scenarios and why
- Develop understanding of what you can and can't do in different places
- Develop understanding of ways people can and can't touch other people

- Be aware of differences between functional touch, romantic touch and inappropriate touch, unwanted kiss, friendly kiss and romantic kiss and unwanted hug, supportive hug, family loving hug.
- Develop relationships/friendships, with understanding of the other person's point of view
- Further develop their communication skills in order to communicate their feelings effectively
- Begin to effectively manage their adolescent emotions
- Have an awareness of their own safety and begin to protect themselves in the wider community
- Understand that humans produce babies which grow into children and adults and the responsibility this brings
- Practice and develop understanding healthier and safer living
- Understanding what masturbation is, how to stay healthy and safe, when and where it is and isn't appropriate
- Know that drugs, tobacco and alcohol can have a harmful effect

**During Year 9 at the earliest then Key stage 4 and beyond some pupils will be supported to:**

- Understand more deeply what a committed and loving relationship is
- Learn more about different emotional relationships, including fancying someone, who it is and isn't ok to have a crush on.
- Know what is legal and illegal and the consequences
- Know they can say no and change their mind even if at first they said yes
- Learn about what is legal, consenting, safe and appropriate in romantic relationships including who can and cannot have a romantic relationship
- Understand the levels of physical intimacy from holding hands to kissing to sexual acts
- Understand what sexual intercourse and what other sexual acts are
- Have an awareness of transmissible illnesses including STIs
- Learn how to stay safe including contraception, grooming and being online and using mobile devices and platforms
- Understand more about pregnancy and childbirth and the responsibilities of a parent
- Learn about the effects of recreational drugs (including substance misuse) on behaviour, health and life processes

**Cross-curricular links**

Much of the RE and RSE curriculum is taught in the here and now of daily routines and social interactions. Various aspects are covered within other beyond Me and My personal Development curriculum areas such as Me and My World / Community, Me and My Communication Me and My Physical Development Sport and Leisure. Moral and ethical issues are addressed as and when they arise.

## **Partnership with Parents and Carers**

At Woodfield we believe in working closely with parents/carers and families to ensure the best outcomes for our pupils and a joint approach to learning about growing up, keeping safe, relationships and other areas of RSE is highly beneficial.

We place the utmost importance on sharing equal and joint responsibility with parents for their children's education, including Relationships and Sex Education.

We will do our best to find out from parents/carers any religious or cultural views they may have which may affect the Relationship and Sex Education they wish to be given to their children, although we would consider carefully any request which compromised our Equal Opportunity Policy.

We are aware that some parents find it hard to cope with their children's sexual development and we try to offer help and support through a sensitive programme in liaison with parents.

We recognise that there may be parental anxiety surrounding the teaching of RE and RSE and to alleviate this we aim to:

- Recognise that parents / carers are the key people in teaching their children about relationships, growing up and sex.
- Work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer; we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Consult with the parents of new entrants with regards to RE and RSE as part of the admissions procedure and or annual review process.
- Provide a copy of the policy to parents on our website.
- Notify parents at the start of a term when the 'Nitty Gritty' of RE and RSE lessons are going to commence. Including the objectives and some of the activities being used.
- Keep parents informed ahead of any outside bodies being used in the delivery of any parts of the curriculum.
- Provide families with practical ideas, strategies, resources and social stories to support pupils in and out of school as they develop into young adults.

A key element of the law relating to people with learning disabilities is to find the balance between risk taking, protection and support. "There are many ways in which people can be given help and support to enable them to make their own informed decisions.... The practicable steps to be taken might include using different forms of communication and providing information in an accessible form." The Mental Capacity Act 2005 (A useful resource from [fpa.org.uk](http://fpa.org.uk) is 'Learning disabilities, sex and the law, a practical guide'.

**Right to be excused from sex education**  
**(commonly referred to as the right to withdraw)**

- Relationships Education is statutory for primary aged pupils, there is no right to withdraw from RE or the content of the National Curriculum for Science at any age.
- Parents have the right to request that their child be withdrawn from some or all of secondary aged Sex Education delivered as part of statutory RSE except that which comes under the National Curriculum for Science (See Appendix 1).
- Parents and carers need to write to the Head teacher to request their child's withdrawal.
- Before granting any such request it is good practice for the Head teacher [at Woodfield it would be a member of the Senior Leadership Team (SLT) or the Personal Development Lead] to discuss the request with parents and, if appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum and which element they wish their child to be withdrawn from.
- It will then be the Parent's responsibility to teach these elements of Sex Education to their Child.
- The schools will document this process to ensure a record is kept. (DfE, point 45 p17)
- Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' 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 should make arrangements to provide the child with sex education during one of those terms.
- This process is the same for students with SEND. However, there may be exceptional circumstances where the Head Teacher may want to take a student's specific needs arising from their SEND into account when making this decision.
- If a student is excused from Sex Education, it is the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.(DfE points 47-50 p18)
- If students who have been withdrawn ask questions at other times, these questions will be answered honestly by staff.
- Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Such as:

- Increased vulnerability; vulnerable children have a higher chance of being unable to manage risk when and if they encounter situations.(NSPCC 2011)
- It will be the responsibility of parents to provide information on Sex Education issues if they withdraw their child from school Sex Education
- The pupil may struggle to manage body changes and arousal levels during and post puberty
- The pupil will lack knowledge that has been shared with peers in the school
- The pupil would have less opportunity to practice assertiveness and consent skills in a safe teaching environment.

## **References**

Equalities Act (2010) UK Law. Legislation.GOV.UK.

Learning Disabilities Sex and the Law: A Practical Guide (2009) Claire Fanstone, Sarah Andrews.

NSPCC Annual Report (2011) NSPCC

Relationships and Sex Education for the 21st Century (2014 updated 2017) PSHE Association, Brook et al.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2020). DfE.

Statutory guidance National curriculum in England: science programmes of study (6 May 2015) GOV.UK

## **Useful materials and links used to develop the curriculum and teaching resources:**

The content of the programme relates to the National Curriculum and to the PHSE and Citizenship areas of study. These are drawn from and utilised ideas from the following materials:

- The National Curriculum Science (2015)
- The PSHE Association- 'A Programme Of Study'
- Planning, teaching and assessing the curriculum for pupils with learning difficulties - Personal, social and health education and citizenship
- The National Curriculum Framework for PSHE and Citizenship
- The EQUALS Schemes of Work for PSHE and Citizenship for pupils with SLD/PMLD
- AQA SEN Units of learning and qualifications

All about Me – Child Line Teacher's Pack for Children with Special Educational Needs (2005) Child Line. (*Teaching Lesson Ideas and materials for pupils with SEND to express what matters to them what they like and dislike and to help raise self-advocacy and self-esteem – This was the basis for our 'All about Me books' used in the Annual Review Process.*)

Going Further: Sex and Relationships Education Course For learners with additional needs at Colleges of Further Education (2010) Image in Action *Resource has been published by Image in Action with funding from the Department of Health and will be useful for staff working with learners with moderate learning disabilities or autistic*

*spectrum disorders. It is aimed at learners aged 16+ however, other young people may find some of the activities fun and relevant. With adaptation, some of the activities can be used with learners with severe learning disabilities. The resource is in two parts in PDF format and is FREE to download. It is subject to copyright restrictions.*

Image in Action: Into Action resource sheet for Parents and Carers (2014) Image in Action. *Some hints and tips for parents and carers if you want to consider talking about sex and relationships education with your child with additional learning needs.*

Introduction to Sexuality Education for Individuals Who are Deaf-Blind and Significantly Developmentally Delayed (2001) Kate Moss and Robbie Blaha. *(Key areas of learning and practical ideas for ways to teach these to those pupils who are deafblind or are significantly developmentally delayed.)*

Sex Education and Sexuality for Very Special People (1997) Flo Longhorn. *(Key areas of learning and practical ideas for ways to teach these to those pupils with Profound and Multiple Learning Difficulties.)*

So Safe Promoting Social Safety, Tools and resources (2020) So Safe Australia *(Practical resources and structured approach to teaching social safety to those with moderate to profound learning disabilities)*

Hamilton, Toby (Fall, 1979). Sexuality in deaf blind persons. *Sexuality and Disability*, 2, 238-246. *(This is an old but good article that discusses the issues of sexuality education for individuals with deaf-blindness. It contrasts the effects of visual impairment, deafness, and deaf-blindness related to sexuality education.)*

Sexuality education for children and youth with disabilities. NICHY News Digest, #ND17. Available at Web site: <http://www.nichy.org> or by contacting NICHY at 1-800-695-0285 (voice/TTY). Kupper, Lisa., Ambler, Lana, and Valdivieso, Carol (1992). *(This is probably one of the most thorough documents on sexuality education for people with developmental disabilities. It is especially parent friendly in its design and offers excellent references after each section. This is a must read for anyone thinking about sexuality education for the child with disabilities.)*

Miller, Tom (1997). Social/sex education for children and youth who are deafblind. The individual in a changing society: 1997 National Conference on Deafblindness workshop proceedings, 2, 558-592. Boston: Hilton/Perkins Program. *(This article is only one of many good ones from Tom Miller. It was selected because it is easily obtained from DB-LINK, is thorough in discussing the issues, suggests core curriculum for sexuality education, and touches on policy issues.)*

Neff, Jan. (1978). Sexuality and the deaf-blind individual. Proceedings: Sex Education for Deaf-Blind Children and Adolescents, Sheldon, J. (Ed.). New York: Mid-Atlantic North and Caribbean Regional Center for Services to Deaf-Blind Children. *(Most of Jan Neff's writings come from the seventies, but her work is among the best. This one makes the best case for why sexuality education should begin early and be a standard part of instruction for every child with learning disabilities.)*

# Appendix A

## National Curriculum Mandatory Science Content that links to RSE

(This cannot be opted out from but is obviously taught as and when it is appropriate for individual pupils and in ways that are meaningful to them.)

### Key stage 1: School Years 1-2

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- Describe the changes as humans develop to old age.
- To indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty

### Key stage 2: School Years 3-6

- Recognise that living things can be grouped in a variety of ways
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

### Key stage 3: School Years 7-9

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes (egg and sperm), fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

### Key stage 4 : School Years 10-11

- The relationship between health and disease
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Sex determination in humans

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