

Policy/Procedure Name:	RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY
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Aim

The RSE curriculum offers students (both individually and collaboratively) the opportunity to communicate, share and express their individual creativity, independence, resilience, and self-awareness, while providing them with the knowledge, fundamental skills, techniques and attributes needed to manage their lives both now and in the future. It helps students learn about how to stay healthy and safe whilst also learning and practicing Wellbeing. Effective relationship and sex education is essential if young people are to make responsible, well-informed and appropriate decisions about their lives. At Treloar School we wish to support our young people by helping them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. It will not be delivered in isolation but by a holistic approach across the school (including input and support from residential, nursing and therapy staff).

RELATIONSHIP and SEX EDUCATION (RSE)

“The aim of relationship and sex education 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 also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils 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.” Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019) p25

At Treloar school we aim to deliver relationship and sex education at an appropriate level for the age and developmental needs of our students – involving stories and activities from the Chailey Heritage ‘Sex Factor’ resources to students where it is the most appropriate method of doing so, and using age-appropriate resources for students at the level they need for their own development.

Treloar School provides learning opportunities for all students within the 3 core areas of PSHE: Statutory Health Education, Statutory Relationships (for Primary) and Relationships and Sex Education (for Secondary) and Living In The Wider World (incorporating the Citizenship National Curriculum). These opportunities are delivered in the context of the

'PSHE Association Programme of Study' and 'PSHE Association Planning Framework for Students with SEND'

The Primary Relationships Curriculum is divided into five subsections:

1. Families and close positive relationships
2. Friendships
3. Managing hurtful behaviour and bullying
4. Safe Relationships
5. Respecting self and other

The Secondary Relationships and Sex Education Curriculum is divided into five subsections:

1. Positive relationships
2. Relationship values
3. Forming and maintaining respectful relationships
4. Consent
5. Contraception and parenthood
6. Bullying, abuse and discrimination
7. Social influences

See Appendix A for the detail of each subsection.

The SEND Curriculum - All Key Stages

1. Self awareness
2. *Self-Care, Support and Safety*
3. *Managing Feelings*
4. *Changing and Growing*

See Appendix B for the details of each subsection

GUIDANCE FOR DELIVERY

The programme of study is firmly rooted within the Statutory Guidance for Schools published in June 2019.

At Treloar School we are acutely aware of the differing development stages for our students in terms of both physical and emotional development.

- Students on our Interactive and Sensory pathway will follow the Impact curriculum
- Students on the Entry Level pathway will follow the guidance the PSHE education planning framework for pupils with SEND (key stages 1 to 4), July 2020
- Students on the GCSE Pathway will follow the guidance in the PSHE Association Programme of Study (Key stages 1 to 5), Jan 2020_

Students will be made aware that the Treloar's Counselling Team, are available for them to discuss any issues that they have on an individual basis, alongside their MDT

DELIVERY OF RELATIONSHIP AND SEX EDUCATION

As mentioned earlier, RSE will be delivered in a holistic way and in both formal and informal settings.

The delivery and content will be set by the PHRSE Co-ordinator in the first instance. The class teacher, MDT and residential support staff will work together and are key in ensuring the content and delivery of the RSE is appropriate to the needs of the group. These discussions and plans will be initiated and led by the class teacher and the team leader.

Residential support, nursing, medical and therapy staff do undertake some elements of sex and relationship education by virtue of the role they play in the young person's life at Treloar School and College. Sexuality and Further Education (SAFE) Training is part of the Treloar's Trust training programme and is delivered to all residential support staff on training days throughout the year. [See Appendix 2 for the SAFE Policy Statement]. Appropriate training for the needs of each class will be provided to Teachers and SSAs as required (Chailey Heritage Sex Factor training). In consultation with the training department, larger scale staff training may be provided on an occasional basis.

The formal aspect of RSE for Key Stages 1-3 will be delivered in a half term block each year, the content of which will follow a rolling programme in an age-appropriate way line with the students' academic ability. For Key Stage 4 the programme will be delivered as part of their formal Exam Qualification in PSHE (whether that be ASDAN, Entry Level or GCSE as appropriate), or based on the qualification for their academic level if they are not undertaking one, and may be supplemented by additional sessions during year 11 if necessary and appropriate.

Guidance and information as to the content of teaching will be given as and when required by the PHRSE Co-ordinator along with any resources that are deemed appropriate in enhancing the knowledge and understanding of the students in question. This is done on both an informal basis and as part of the staff training programme. Student Support Assistants will be briefed by their class teachers prior to delivery of RSE to help liaise and inform other appropriate staff as well as to assist the learning and understanding of the young people concerned.

Workshops are available from Health Centre to help residential staff to deal with issues pertinent to the needs of the student and the environment in which they live.

Staff at the Health Centre are available to speak to students individually or as a group about sexual health issues at the request of the Form Tutor, Team Leader or PHRSE co-ordinator. Requests should go through the Senior Nurse in the first instance.

Resources for RSE are managed and maintained by the PHRSE co-ordinator in consultation with Key Stage teams.

The PHRSHE co-ordinator will keep an inventory of available resources for different Key Stages.

Requests for additional resources should be made to the PHRSE co-ordinator in the first instance.

PARENTAL CONSULTATION AND RELIGIOUS ETHOS

Treloar School will work in partnership with parents by providing them with the content of sex and relationship education programmes for each Key Stage appropriate to their young person . The RSE programme will complement and support their role as parents/carers and they are encouraged to offer input to the further development of this programme.

See Appendix G & H for a copy of the letter sent to parents at the start of each topic.

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

Parents 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 it would be good practice for the Head of School to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

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 pupils with SEND. However, 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 this decision. The approach outlined above should be reflected in the school's policy on RSE.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to 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." *Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)*

At Treloar School we would encourage parents of secondary students to allow their son or daughter to attend RSE lessons. However, we respect that parents may wish to exercise their right to withdraw their children at any time during the non-statutory parts of the RSE programme.

Parents will be notified of the PHRSE/RSE curriculum content by information leaflets sent in their pack at the beginning of a course of work.

The School will make alternative arrangements for young people who are withdrawn. The Department of Education offers schools a standard pack of information for parents who withdraw their children from sex and relationship education.

Why Parents are so important

Parents are key people in:

- Teaching their children about relationships and sex;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up; and
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Treloar School will help and support parents with:

- Helping their children learn the correct names for different parts of the body;
- Talking with their children about feelings and their relationships; and
- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Religion

Students at Treloar School are from varied ethnic and religious backgrounds. Although we have a wide understanding of the moral and religious content in relation to RSE, we value support from parents in guidance for delivery of appropriate programmes for their child/young person

PHRSE Co-ordinator, Residential Team Leaders, Equality and Diversity Co-ordinator and Safeguarding Manager are consulted in advance of schemes being delivered.

CROSS CURRICULAR LINKS

RSE is supported by the school's wider curriculum for personal, social and health education, ICT and science.

Breakdown of Curriculum across Each Key Stage

The PSHE Association has provided guidance and programmes of study that have been introduced and adapted to meet the student's differentiated needs. Some of the activities are not suitable for school students with disabilities.

Resources

A wide range of resources have been developed to ensure participation, understanding and learning to take place across a broad range of student academic and physical ability ranges.

Copies of the symbols used are available to residential staff and parents to support learning in the boarding houses and at home.

See Appendix 4 for symbols used.

Curriculum

All students will generally receive aspects of the curriculum appropriate to their age and cognitive development.

It is likely that it will sometimes be appropriate to select material from a lower key stage for some students depending on their individual needs.

The curriculum for students operating at Treloar Assessment Framework Levels (TAF) Levels 10 and above (i.e. secure Entry Level 1 equivalent and above) will be delivered in line with their cognitive ability as formalised in the TAF Level documentation. There will inevitably be variations in this to enable topics to be covered in an age-appropriate and coherent way – but this will always take into account the needs of the individual student.

See Appendix D for the details of the T levels.

Sixth Form

Students in the Treloar's Sixth Form have an entitlement to sex and relationship education and this is delivered through the PSD aspects of their ASDAN Personal Progress and OCR Life and Living Skills Qualification.

The holistic approach to learning within this programme means that the responsibility of delivery is shared through therapy, residential and teaching staff.

Treloar College have a policy (S.A.F.E.) that has proved both successful and supportive of the rights around sexuality that young disabled people often are not able to exact (See Appendix E).

Students on other post-16 courses will all need to have their RSE Education provided through curriculum time, and decisions will have to be made whether the Trust S.A.F.E. policy should apply to them *en bloc*, or whether different policies are needed for the 16-18 age group.

National Curriculum Science (from National curriculum in England: science programmes of study May 2015)

Key Stage 1

1. Notice that animals, including humans, have offspring which grow into adults.
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.

Key Stage 2

1. Describe the life process of reproduction in some plants and animals.
2. Describe the changes as humans develop to old age.
3. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Key Stage 3

1. 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, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
2. Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms

Key Stage 4

1. Hormones in human reproduction, hormonal and non-hormonal methods of contraception.
2. Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs).
3. Body defences against pathogens and the role of the immune system against disease
4. Sex determination in humans.

DELIVERY OF RSE WITH NON-VERBAL STUDENTS

At Treloar School there are a number of students who are unable to articulate clearly their needs, responses and thoughts. These students use a range of communication equipment from simple wordbook and symbols to more complex computer systems. Each group will be supported with resource material appropriate for them to communicate their feelings and thoughts. This may be in the form of symbols, word books, pictures, models or input from the Speech and Language Therapy (SLT) Department for the Augmentative and Alternative Communication (AAC) equipment to be updated appropriately.

See Appendix F for symbols used.

MONITORING AND EVALUATION

Discussions take place with Curriculum and Residential Team Leaders in terms of provisions to be made for RSE within either their subject area or Key Stage or House needs. Any new publications or government guideline changes will be disseminated to key staff from by the PHRSE Co-ordinator as and when required to do so.

Appendix A

Relationships Education (Primary)
Relationships and Sex Education (Secondary)

Are both outlined in the attached document from the PSHE Association, which we adopt at Treloar School for students on the GCSE Pathway



PSHE Association
Programme of Study

Appendix B

Relationship Education for students with SEND is outlined in the attached document from the PHSE Association, which we adopt at Treloar School for students on the Entry Pathway



PSHE education
planning framework

Primary

Health & Wellbeing	Living in the Wider World	Relationships	
Primary	Autumn Term	Spring Term	Summer Term
A	Living in the Wider World: What is the same and different about us?	Relationships : Who is special to us?	Health and Wellbeing: What helps us to stay healthy?
B	Living in the Wider World : What can we do with money?	Health and Wellbeing: Who helps us to keep safe? What helps us to stay safe?	Relationships : How can we look after each other and the world?
C	Relationships : What makes a good friend? What is bullying?	Living in the Wider World : What jobs do people do? What jobs would we like?	Health and Wellbeing: What helps us to grow and stay healthy? How do we recognize our feelings?
D	Relationships : How can we be a good friend? What keeps us safe? How can friends communicate safely?	Health and Wellbeing : Why should we eat well and look after our teeth? Why should we keep active and sleep well? (What is good about eating well and looking after our teeth? What is good about keeping active and sleeping well?)	Living in the Wider World : What are families like? What makes a community?
E	Living in the Wider World : What strengths, skills and interests do we have? How can we manage our feelings?	Relationships : What makes a person's identity? What will change as we become more independent? How will friendships change as we grow?	Health and Wellbeing: How can we manage risk in different places? How can we help in an accident or emergency? (What can we do if know there is something that might be dangerous?)
F	Health and Wellbeing : How will we grow and change? How can we keep healthy as we grow	Living in the Wider World : How can media influence people? What decisions can people make with money?	Relationships : How do we treat each other with respect? What can we do to make a difference to others and the environment?

Secondary (KS3)

Health & Wellbeing Self Awareness Healthy Lifestyles		Living in the Wider World The World I live in			Relationships Managing Feelings Changing & Growing		
Self-care support & safety							
Age Appropriate							
Year	Notes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022/23 Year A	PSHE Ass 9	Peer Influence, Substance Abuse & Gangs	Setting Goals	Respectful Relationships	Healthy Lifestyles	Intimate Relationships	Employability Skills
		Accidents and risk				Public and private	
2023/24 Year B	PSHE Ass 7	Personal Safety	Developing Skills & Aspirations	Diversity	Health & Puberty	Building Relationships	Financial Decision Making
		Emergency situations			Feeling unwell		Gambling
2024/25	PSHE Ass 8	Drugs & Alcohol	Community & Careers	Discrimination	Emotional Wellbeing	Identity & Relationships	Digital Literacy
					Feeling frightened and worried		Keeping safe online
Entry Level							
Year	Notes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022/23 Year A	These are taken from the PSHE Association SEND Guidance for Key Stage 3 and 4	CG2: Friendship	SA2: Skills for Learning	CG5: Long Term Relationships & Parenthood	HL1: Elements of a Healthy Lifestyle	CG4: Intimate Relationships, Consent and Contraception	WILI4: Preparing for Adulthood
					Taking care of ourselves		
2023/24 Year B		SSS3: Accidents & Risk	SA1: Personal Strengths	SA4: Managing Pressure	CG1: Puberty	CG3: Healthy/ Unhealthy Relationship Behaviours	WILI5: Managing Finances
		Keeping safe			Trust		
2024/25		HL7: Drugs, Alcohol &	WILI1: Diversity, Rights &	SA3: Prejudice & Discrimination	HL2: Mental Wellbeing	MF3: Romantic Feelings &	SSS4: Keeping Safe Online

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		Tobacco	Responsibilities			Sexual Attraction	
			Keeping safe online			Public and Private	

Secondary (KS4)

Health & Wellbeing Self Awareness Healthy Lifestyles		Living in the Wider World The World I live in		Relationships Managing Feelings Changing & Growing			
Self-care support & safety							
Age Appropriate							
Year	Notes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
22/23	PSHE Ass 10	Mental Health	Financial Decision Making	Healthy Relationships/ Families	Exploring Influence	Intimate Relationships	Work Experience
		Feeling unwell	Gambling		Keeping safe online		Accidents and risk
23/24	PSHE Ass 11	Building For The Future	Next Steps	Communication In Relationships	Independence	Addressing Extremism & Radicalisation	Transition
					Emergency situations		Feeling frightened and worried
Entry Level							
Year	Notes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
22/23	These are taken from the PSHE Association SEND Guidance	HL2: Mental Wellbeing	WIL15: Managing Finances	CG3: Healthy/Unhealthy Relationship CG2: Friendship	WIL11: Diversity, Rights & Responsibilities	Intimate Relationships	WIL13: Managing Online Information
		Taking care of ourselves		Trust			Keeping safe online
23/24		WIL14: Preparing for Adulthood	WIL12: Rights and Responsibilities	MF1: Self-esteem and unkind comments	MF2: Strong Feelings Public and Private	MF4: Expectations of relationships/abuse Keeping safe	SSS5: Emergency Situations

Appendix C

The regulatory framework and national guidance.

The School's Policy and curriculum on Sex and Relationships is governed by a number of regulations:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE June 2019)

This is the current statutory guidance for schools in England

The guidance states that it should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

B. The Education (Non-Maintained Special Schools)(England) Regulations 2011 Schedule 1, 25:

1. Arrangements must be made to ensure that every registered pupil who is provided with secondary education receives sex education unless wholly or partly excused from such education (except in so far as it is comprised in the National Curriculum) in accordance with a request from the pupil's parent.
2. Arrangements may be made for registered pupils provided with primary education to receive sex education unless wholly or partly excused from such education in accordance with a request from the pupil's parent.
- 3 Arrangements must be made, in relation to registered pupils who are provided with primary and secondary education at the school, to-
 - make and keep up to date –

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- a written statement of the school’s policy with regard to sex education for pupils provided with secondary education, and
- a written statement of the school’s policy with regard to sex education for pupils provided with secondary education, and
- make a copy of both statements available for inspection, at all reasonable times, by parents of pupils at the school and provide a copy of the statement free of charge to any such parent who asks for one.

4. In this Schedule, and in relation to registered pupils who are provided with secondary education, ‘sex education’ includes education about –
 Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus, and
 Any other sexually transmitted disease.

N.B. Although this regulation requires schools to have separate policies for primary and secondary children, in view of the developmental level and range of cognitive ability of Treloar students, we have made a conscious decision to produce one over-arching policy.

C. The Residential Special Schools National Minimum Standards (July 2015) Schedule 1:

5.2.2. (k) The Provider will ensure: that children receive health education which covers smoking, sex and relationships education, alcohol and substance abuse, sexually transmitted diseases, HIV Aids and personal hygiene.

T10 (Year 1)

1. I can say what I like/dislike
2. I can say what I am good at
3. I can say what me special
4. I know that everyone has different strengths
5. I can say how my personal features or qualities are unique to me
6. I can say how I am similar or different to others, and what we have in common
7. I can use the correct names for the main parts of the body, including external genitalia
8. I know that parts of bodies covered with underwear are private
9. I know that family is one of the groups I belong to, as well as, for example, school, friends, clubs
10. I know about the different people in my family / those that love and care for them
11. I know what my family members, or people that are special to me, do to make me feel loved and cared for
12. I know how families are all different but share common features – what is the same and different about them
13. I know about different features of family life, including what families do / enjoy together
14. I know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

T11 (Year 2)

1. I can make friends with others
2. I can recognise when I feel lonely and what I could do about it
3. I can say how people behave when they are being friendly
4. I can say what makes a good friend
5. I can resolve arguments that can occur in friendships
6. I can ask for help if a friendship is making me unhappy
7. I can say how words and actions can affect how people feel
8. I can ask for and give/not give permission regarding physical contact
9. I can respond if physical contact makes me uncomfortable or unsafe
10. I can say why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
11. I can respond if name-calling, hurtful teasing, bullying and deliberately excluding others happens in different situations
12. I can report bullying or other hurtful behaviour, including online, to a trusted adult and know the importance of doing so

T12 (Year 3)

1. I can say how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
2. I can recognise if others are feeling lonely and excluded and know strategies to include them

3. I can build good friendships, including identifying qualities that contribute to positive friendships
4. I can say that friendships sometimes have difficulties,
5. I can manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
6. I can recognise if a friendship is making me unhappy, feel uncomfortable or unsafe and how to ask for support
7. I can say how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
8. I can say how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
9. I can say how people within families should care for each other and the different ways they demonstrate this
10. I can ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

T13 (Year 4)

1. I can describe how people's behaviour affects themselves and others, including online
2. I can model being polite and courteous in different situations and recognise the respectful behaviour I should receive in return
3. I can describe the relationship between rights and responsibilities
4. I can describe the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)¹
5. I can describe the rights that children have and why it is important to protect these²
6. I can explain that everyone should feel included, respected and not discriminated against
7. I can respond if I witness or experience exclusion, disrespect or discrimination
8. I can respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and report concerns

T14 (Year 5)

1. I can describe the different types of relationships people have in their lives
2. I can describe how friends and family communicate together
3. I can explain how the internet and social media can be used positively
4. I can explain how knowing someone online differs from knowing someone face-to-face
5. I can recognise risk in relation to friendships and keeping safe
6. I can describe the types of content (including images) that is safe to share online

¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See the PSHE Association 'Addressing FGM in schools' information sheet for further information

² see above

7. I can describe ways of seeking and giving consent before images or personal information is shared with friends or family
8. I can explain how to respond if a friendship is making me feel worried, unsafe or uncomfortable
9. I can describe how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

T15 (Year 6)

1. I can explain that people have different kinds of relationships in their lives, including romantic or intimate relationships
2. I can explain that people who are attracted to and love each other can be of any gender, ethnicity or faith
3. I can describe the way couples care for one another
4. I can explain that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
5. I can explain that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
6. I can explain how puberty relates to growing from childhood to adulthood
7. I can describe the reproductive organs and process
8. I can describe how babies are conceived and born and how they need to be cared for
9. I can explain that there are ways to prevent a baby being made³
10. I can explain how growing up and becoming more independent comes with increased opportunities and responsibilities
11. I can describe how friendships may change as they grow and how to manage this
12. I can describe how to manage change, including moving class;
13. I can describe how to ask for support or where to seek further information and advice regarding growing up and changing

T16 (Year 7)

1. I can explain about identity, rights and responsibilities
2. I can explain about living in a diverse society
3. I can explain how to challenge prejudice, stereotypes and discrimination
4. I can describe the signs and effects of all types of bullying, including online
5. I can describe how to respond to bullying of any kind, including online
6. I can explain how to support others
7. I can explain how to develop self-worth and self-efficacy
8. I can explain about qualities and behaviours relating to different types of positive relationships
9. I can explain how to recognise unhealthy relationships

³ Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

10. I can explain how to recognise and challenge media stereotypes
11. I can explain how to evaluate expectations for romantic relationships
12. I can explain about consent, and how to seek and assertively communicate consent

T17 (Year 8)

1. I can explain how to manage influences on beliefs and decisions
2. I can explain about group-think and persuasion
3. I can explain how to develop self-worth and confidence
4. I can describe gender identity, transphobia and gender-based discrimination
5. I can explain how to recognise and challenge homophobia and biphobia
6. I can explain how to recognise and challenge racism and religious discrimination
7. I can describe the qualities of positive, healthy relationships
8. I can demonstrate positive behaviours in healthy relationships
9. I can explain about gender identity and sexual orientation
10. I can explain about forming new partnerships and developing relationships
11. I can describe the law in relation to consent
12. I know that the legal and moral duty is with the seeker of consent
13. I can explain how to effectively communicate about consent in relationships
14. I can describe the risks of 'sexting' and how to manage requests or pressure to send an image
15. I can describe basic forms of contraception, e.g. condom and pill

T18 (Year 9)

1. I can discuss different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering
2. I can describe positive relationships in the home
3. I can discuss ways to reduce homelessness amongst young people
4. I can discuss conflict and its causes in different contexts, e.g. with family and friends
5. I can discuss conflict resolution strategies
6. I can discuss how to manage relationship and family changes, including relationship breakdown, separation and divorce
7. I can explain how to access support services
8. I can discuss about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
9. I can discuss myths and misconceptions relating to consent
10. I can explain the continuous right to withdraw consent and capacity to consent
11. I can explain about STIs, effective use of condoms and negotiating safer sex
12. I can discuss the consequences of unprotected sex, including pregnancy
13. I can discuss how the portrayal of relationships in the media and pornography might affect expectations
14. I can explain how to assess and manage risks of sending, sharing or passing on sexual images
15. I can explain how to secure personal information online

T19 (Year 10)

1. I can explain about relationship values and the role of pleasure in relationships

2. I can discuss myths, assumptions, misconceptions and social norms about sex, gender and relationships
3. I can explain about the opportunities and risks of forming and conducting relationships online
4. I can discuss how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
5. I can explain about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent
6. I can discuss how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
7. I can recognise and challenge victim blaming
8. I can discuss about asexuality, abstinence and celibacy
9. I can explain about communities, inclusion, respect and belonging
10. I can discuss the Equality Act, diversity and values
11. I can discuss how social media may distort, mis-represent or target information in order to influence beliefs and opinions
12. I can discuss how to manage conflicting views and misleading information
13. I can explain how to safely challenge discrimination, including online
14. I can discuss how to recognise and respond to extremism and radicalisation

T20 (Year 11)

1. I can discuss core values and emotions
2. I can discuss gender identity, gender expression and sexual orientation
3. I can discuss how to communicate assertively
4. I can discuss how to communicate wants and needs
5. I can discuss how to handle unwanted attention, including online
6. I can discuss how to challenge harassment and stalking, including online
7. I can discuss about various forms of relationship abuse
8. I can discuss about unhealthy, exploitative and abusive relationships
9. I can discuss how to access support in abusive relationships and how to overcome challenges in seeking support
10. I can discuss about different types of families and changing family structures
11. I can discuss how to evaluate readiness for parenthood and positive parenting qualities
12. I can discuss about fertility, including how it varies and changes
13. I can discuss about pregnancy, birth and miscarriage
14. I can discuss about unplanned pregnancy options, including abortion
15. I can discuss about adoption and fostering
16. I can discuss how to manage change, loss, grief and bereavement
17. I can discuss about 'honour based' violence and forced marriage and how to safely access support

Appendix E

SAFE (Sexuality and Further Education)

is a relationship and sexuality policy document for staff concerned to ensure that students are:

- Safe from prejudice

The College aims to create an environment which is informed, open and supportive because students may well experience extreme prejudice elsewhere. The College does not allow any form of comment about any student's sexuality which may be judged sexist, offensive or insensitive.

- Safe from irresponsibility

Students need to understand their responsibility towards themselves and others in sexual matters. They need to be educated about appropriate sexual behaviour, including activities which might be morally, socially or legally unacceptable.

- Safe from ignorance

Students need to receive education and support in socio-sexual behaviour if they are to achieve desirable norms of self-confidence. Awareness of their own and others' sexuality necessarily includes education in safer sex.

- Safe from abuse

Students need to be informed about sexual exploitation, to be made aware of situations in which they would be exploiting or being exploited and to know how to avoid such situations. The College seeks to protect those who may be vulnerable to such exploitation.

THE RELATIONSHIPS AND SEXUALITY POLICY

Helping students towards self-fulfilment is not just ancillary to educational aims but an integral feature of the College's task. To exclude from this task support in intimate relationships would be to deny to students the same opportunities as other young people. The College therefore stresses the importance of students with physical and/or learning disabilities being offered access to appropriate information on sexuality and human relationships. Further, sex and sexuality are highly emotive topics, especially where provision is being considered for potentially vulnerable groups of people; strong feelings and conflicting views are likely to arise. This is however no reason for the College to pretend that sex can be a taboo subject, best ignored until a crisis occurs.

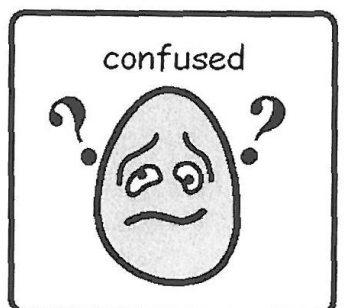
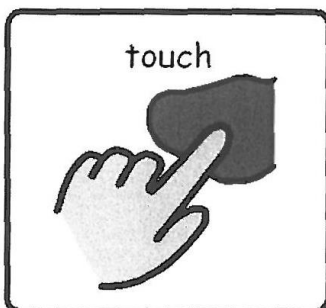
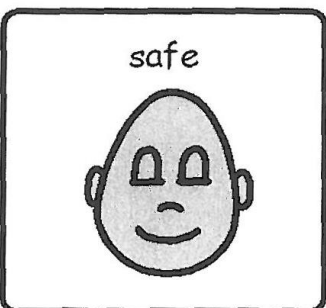
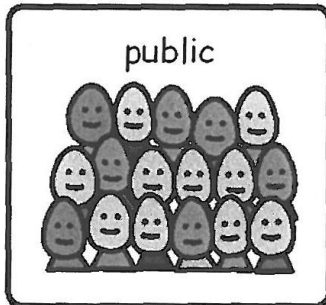
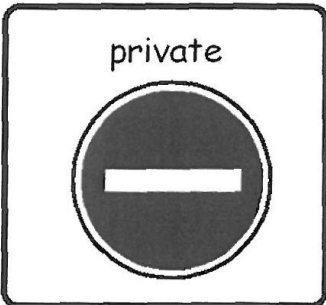
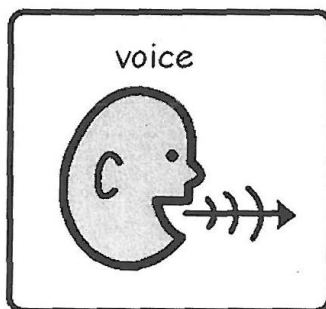
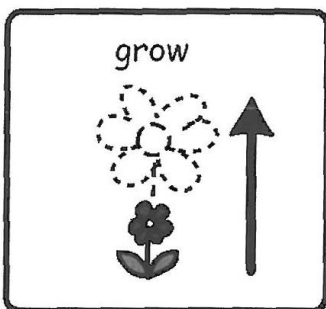
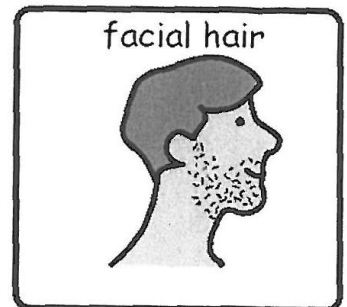
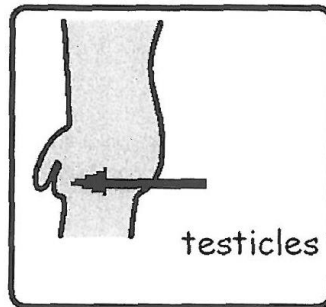
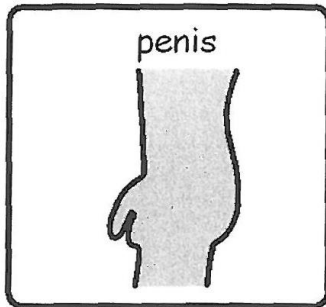
Experience, as well as the complex personal and ethical issues involved, requires a clear policy. Without this staff would risk feeling unsupported and vulnerable, while consistency of approach across the College would be much harder to achieve. Staff

need to be trained in this area of their work and the following Guidelines should assist in this process.

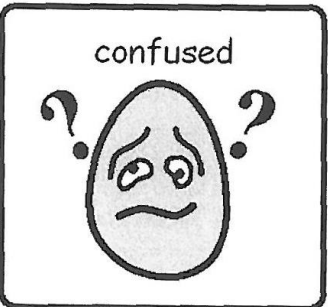
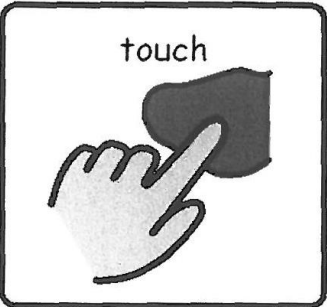
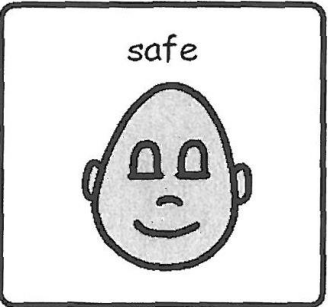
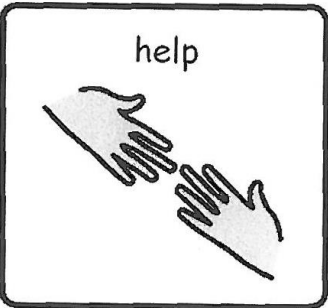
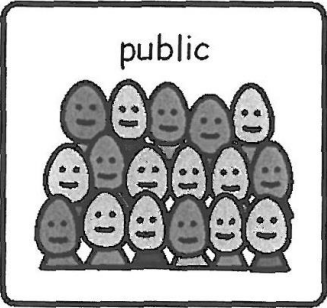
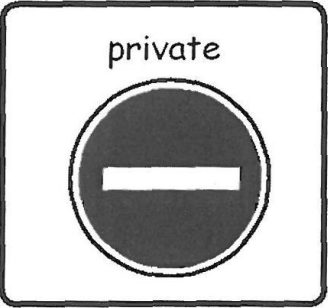
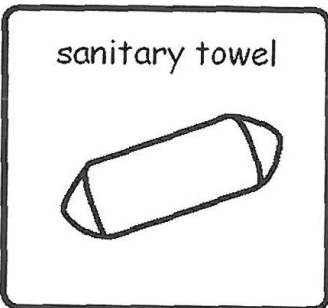
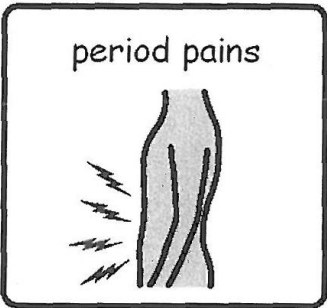
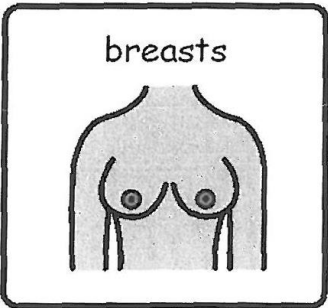
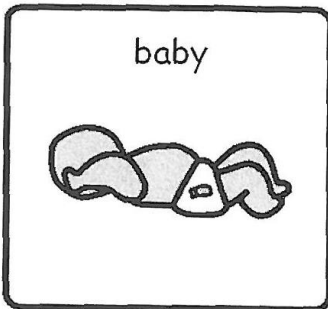
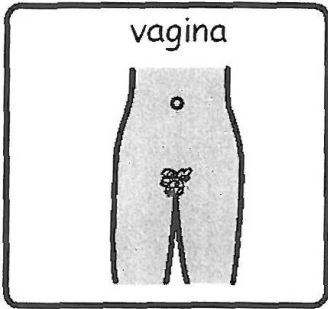
The fundamental premise of the SAFE policy is that the rights of students at the College are recognised as being no different to those of any other young person of the same age:

- Students have the right to be treated with respect and dignity as individuals.
- Students may wish to have opportunities for loving and being loved and to be helped to achieve fulfilling relationships; these will range from platonic friendships to partnerships which include a mutually agreed sexual element.
- Students have a right to receive input from staff which will help them to develop a positive self-image.
- Everyone has the right to represent their own moral, cultural and religious beliefs but nobody has the right to impose these beliefs on anyone else.
- Students have the right of access to information about birth control and safer sex, parenthood and genetic counselling, within the limits of their own, and their staffs' ethical beliefs.
- Students have the right of access to information (allowed by the Law) which enables them to understand their own sexuality and to form adult relationships (within the Law) of their own choice.
- Students have the right to expect confidentiality of intimate personal information unless there is in the College's view a significant risk of harm to themselves or others or it is required to be disclosed by Law; in such circumstances the reasons will be recorded and the individual informed.
- Students have the right to form and develop personal relationships and to learn from such experiences; it is the College's policy to help them so learn.
- Students have the right to seek further advice or follow the complaints procedure if they wish to raise a grievance.
- Students and staff equally need protection from abuse and exploitation: both have the right to say no.

Male ♂



Female ♀



Appendix G – Letter to Primary parents/carers

Dear Parents and Carers,

As a part of your child's education at Treloar, we promote student's personal wellbeing and development through a comprehensive Personal, Health, Relationship, Sex and Economic education programme (PHRSE). PHRSE education underpins everything we do at Treloar as it gives students the knowledge, understanding, attitudes and practical skills to live safe, healthy lives and meet their full potential.

I am writing to let you know that, this term, your child's class will be taking part in lessons which will focus more on the relationships and health education aspect of this programme. These lessons will include teaching about:

- Healthy relationships including friendships
- Families
- growing and changing, including puberty
- personal hygiene
- changing feelings
- becoming more independent
- keeping safe and consent
- developing self-esteem and confidence

Students will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world. PHRSE education is taught throughout the school in every year group and is monitored and reviewed regularly. Please visit the school's website for more detail about our PHRSE curriculum, which is built using the framework from the PSHE Association. All PHRSE teaching takes place in a safe learning environment and is under-pinned by our school ethos and values. Of course, there may be other opportunities (outside of these lessons) to discuss important topics, which affect our students throughout the year, and we will always keep you informed when this occurs.

Teachers will be happy to share with you the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home. As a school community, we are committed to working in partnership with parents.

If you would like to find out more or discuss any concerns, please contact your class teacher or Lisa Bond.

Appendix H – Letter to SECONDARY & SIXTH FORM parents

Dear Parents and Carers,

As a part of your child's education at Treloar, we promote student's personal wellbeing and development through a comprehensive Personal, Health, Relationship, Sex and Economic education programme (PHRSE). PHRSE education underpins everything we do at Treloar as it gives students the knowledge, understanding, attitudes and practical skills to live safe, healthy lives and meet their full potential.

I am writing to let you know that, this term, your child's class will be taking part in lessons which will focus more on the relationships and sex education aspect of this programme. These lessons will include teaching about:

- Healthy relationships, including friendships and intimate relationships
- Families
- Growing and changing, including puberty
- Personal hygiene
- Changing feelings
- Becoming more independent
- Keeping safe and consent
- Developing self-esteem and confidence

Students will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world. PHRSE education is taught throughout the school in every year group and is monitored and reviewed regularly. Please visit the school's website for more detail about our PHRSE curriculum, which is built using the framework from the PSHE Association. All PHRSE teaching takes place in a safe learning environment and is under-pinned by our school ethos and values. Of course, there may be other opportunities (outside of these lessons) to discuss important topics, which affect our students throughout the year, and we will always keep you informed when this occurs.

Teachers will be happy to share with you the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home. As a school community, we are committed to working in partnership with parents.

If you would like to find out more or discuss any concerns, please contact your class teacher or Lisa Bond.

Policy/Procedure Communication and Implementation Action Plan - Amend and add to as appropriate

	Action	Responsibility
1	Train all managers, employees and volunteers in the implementation of the policy and the related procedures.	Head of School PHRSE Co-ordinator
2	Ensure that all new employees, staff and volunteers are made aware of the policy, understand it, and know where to access a copy and where to access the related procedures.	Head of School PHRSE Co-ordinator
3	Ensure that all managers, employees and volunteers of Treloar Trust have access to the related procedures.	All Managers
4	Ensure that all new employees, staff and volunteers know their responsibilities, and receive training in carrying these out.	All Managers

Links to other related policies and procedures: – set heading

- **PSHE and Citizenship**
- **Safeguarding**
- **SAFE**

Further sources of information:

[Sex and Relationship Education Guidance, July 2000, DfEE 0116/2000](#)

The Residential Special Schools National Minimum Standards (April 2015)

The Education (Non-Maintained Special Schools)(England) Regulations

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.