



## **Relationships and Sex Education Policy**

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

### **Philosophy document**

At Ickburgh School

1. We believe that all our students have the right to explore and express their emerging sexuality in an appropriate and suitable way.
2. Our job is to promote Positive Sexual Identity Formation for our students. We do this through supporting our students' personal exploration of their emerging sexual persona in whatever form that may take.
3. Relationships and Sex Education should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum Science. Although for Early Years, KS1 and KS2 this is a combined PSHE and Citizenship framework.
4. We provide a tiered RSE curriculum for Key Stages 3, 4 and 5 that is designed to deliver the curriculum content across two bands of ability.

Band 1 - SLD students within this band will be working on a curriculum that is similar in many ways to the RSE National curriculum programmes of study. They may also require personalised programmes created specifically for them to address their own individual needs. SLD students will receive the school standard PSHE/RSE curriculum that is linked to ASDAN Transition Challenge (TC) and Towards Independence (TI). Also linked to Personal Progress Units (PPU).



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

### **Philosophy document**

Band 2 - PMLD students will be working on a curriculum that is based around sensory experiences, intensive interaction and different modes of communication designed around making choices. They will also receive their correspondent accreditations on ASDAN TC, ASDAN TI and PPU accordingly.

#### At Ickburgh School

5. We view sexual identity formation as one component in the developing personality of the student and try to incorporate its development in all aspects of the work we carry out in the school.
6. We welcome any input or involvement that we receive from the parents/carers and families of the students in the development of any work we do around 'sexuality' and 'sexual identity formation'. We view this home school link as a crucial factor towards the positive outcomes that we are trying to develop and build on.
7. We refer this work as RSE and place the focus very much on the 'relational' element of the work rather than on the 'sexual'. Within all of this work we are trying to support our students' attempts at creating positive connections with others, developing meaningful relationships and understanding the social rules of engagement required of them as young independent adults.



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

### **Philosophy document**

8. At Ickburgh School our intention is for the RSE curriculum to develop the skills necessary for our students:
- To stay safe and healthy and to be able to make their own choices independently.
  - To achieve personal and social development in order to 'action' their lives in the future.
  - To develop the self-confidence to be able to successfully deal with significant life changes or any crisis that may encounter in the future.



## RELATIONSHIPS AND SEX EDUCATION POLICY

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'Mainstream Schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in relationships and sex education. Relationships and sex education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'

### **1. DfE SRE Guidance July 2000**

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, respect, loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive relationships and sex education does not make young people more likely to become sexually active.

#### **Our aims for Relationships and Sex Education:**

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce knowledge pupils have already acquired.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils to understand their sexual feelings and behaviour, so that they can lead fulfilling enjoyable lives.
- To help pupils develop skills (language, signs or symbols, decision making, choice, assertiveness) and make the most of their abilities.
- To promote acceptable and appropriate behaviour in public and private situations.
- To give practice of strategies which reduce the risk of exploitation, misunderstanding and abuse.
- To provide the confidence to be participating members of society and to value themselves and others.
- To support access to information and facilities.



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- To develop the skills for healthier safer lifestyle.
- To develop confidence in talking, listening and thinking about feelings and friendships.
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media.
- To be able to name parts of their bodies and understand how their bodies work.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

### **2. The teaching programme for Relationships and Sex Education:**

We intend that all pupils shall experience a programme of relationship and sex education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly low. Such a programme can successfully follow the outline given below for almost all pupils:

- Who am I? What do I look like?
  - o Gender
  - o Other characteristics (size, colouring, age)
- Body parts:
  - o Privacy
  - o Private body parts
- Body changes at puberty.
- Who do I know? How do I behave with them?

Staff will decide, in consultation with parents and carers, when older pupils are ready to move on to more specific work on sexuality and sexual relationships, including:



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- Menstruation.\*
- Masturbation and the related feelings.
- Sexual intimacy and relationships.
- Safer sex.
- Sexual preference.
- Pregnancy and birth.\*
- Contraception.\*

\*The biological elements of sex education, including naming body parts, puberty and human development are part of the National Curriculum.

### **3. Methods for relationship and sex education:**

Staff will decide the most effective methods to use in the classroom. We know that knowledge about personal matters is increased if pupils work in a supportive group where they feel safe; and if active methods are used which encourage practice of relevant skills. We understand the need for constant repetition and reinforcement.

When teaching sex education to pupils with learning disabilities, classroom work may need to be more explicit than in mainstream schools. We support the use of correct words and Makaton signs for body parts and functions while accepting words and slang used by pupils; of visual material which is clear and unmistakable; and of anatomically correct three dimensional models.

### **4. The organisation of relationship and sex education:**

It is a legal requirement that students of secondary age, in all schools, receive a compulsory programme of sex education. The governors expect a basic programme of relationships and sex education to be part of every child's entitlement, planned according to individual and group needs and development.

There will be times when gender groups work alone, and other times when students will be grouped according to their development and maturity.



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One to one teaching is also necessary at times for example, if a girl needs help in coping with her period. The detailed programme will be drawn up by the teachers together with the PSHE leader and school nurse, within the broad outline above. It will be taught by class teachers and the school nurse who may decide to work on a team teaching basis. All staff will take part in in-service professional development before teaching the relationships and sex programme. We expect that teaching assistants, who know the students well, to be involved in planning, taking part and evaluating classroom work, although the overall responsibility rests with the teaching staff.

If, after taking part in professional development, a teacher has strong reservations about teaching or about the programme we will be sensitive about their views and ask for alternative arrangements to be made.

In the secondary department and in older primary classes a specific time will be set aside for the programme. In the primary and early years departments it will be more appropriate to integrate the relationships and sex education with other work such as PSHE. However, this will still need careful planning. Continuity and a common approach throughout the school will be essential.

### **Our policy on specific matters:**

#### **5. Pupils who use alternative methods of communication:**

Some pupils have Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of relationships and sex education to ensure that these pupils have equal access (for example Writing with Symbols computer programme includes 'private' body parts).

PMLD pupils are not excluded from the programme. Using appropriate methods, they will experience most of the basic contents: self awareness, gender awareness, body recognition, privacy.





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### **6. Contraceptive advice to older pupils:**

Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

### **7. Sexual abuse:**

We are aware that some of our pupils may have experienced abuse and will be particularly sensitive in teaching about relationships and sex. Such teaching, as part of the school's personal and safety programme, may help pupils avoid some abusive situations.

If disclosure (of sexual abuse) takes place during a lesson, or to a member of staff, the school's child protection guidelines make it clear what action is to be taken. We hope that such disclosure will be treated in a calm and supportive manner without causing further anxiety and distress. The school works closely with the LA and Social Services.

### **8. STD's:**

We aim to prepare our pupils to become as independent as possible. In this context, we expect older pupils to learn that condom use is normal behaviour when people have sexual intercourse. A further stage would be to explain that infection may be passed on when a condom is not used. Students may ask questions about AIDS in any context: we would aim to answer honestly to the extent the student can understand; to reassure and alleviate any anxiety; and to counteract any prejudice expressed.

### **9. Resources:**

The most valuable resource in the education of our pupils is to be found in the understanding, experience, skills and creativity of our staff. We also appreciate that many resources may be used in the teaching programme.



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To make teaching clear for older pupils, some explicit resources will be needed; Relationship and sex education videos and other illustrative material; outlines of bodies and body parts; and anatomically correct models. We shall invite parents and carers to look at the resources which will be used.

### **10. Use of outside visitors:**

It is not intended that people from outside will be involved in teaching the relationships and sex education programme on a regular basis. However, it is important that all visitors and other professionals who come into contact with the pupils are aware of the school's policy: on language (for example, using correct names for body parts while accepting names used by pupils); on increasing independence and choice; And on guidelines about personal care and touch and positive handling.

### **11. Guidelines for all staff and adults working with pupils in the context of personal care and development:**

- Treat every pupil as an individual, with dignity and respect.
- Relate our language and behaviour to the chronological age of the pupil.
- Reinforce the 'private' concept in all situations; avoid touching 'private' areas of the pupils' bodies as far as possible.
- Discourage older pupils from age-inappropriate behaviour: for example, sitting on laps; hugging and kissing in greeting adults.
- Carry out personal/ intimate care, such as toileting by an adult of the same sex as the pupil whenever possible.
- Follow the language and approaches we have identified in this policy in all situations, formal and informal.

### **12. A Partnership with parents:**

We place the utmost importance on sharing equal and joint responsibility with parents for their children's education and sexual matters. We will do our best to find out from parents any religious or cultural views they have which may affect the relationships and sex education they wish to be given to their children.



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We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative.

We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear in the school prospectus.
- By placing sex education on the agenda at the relevant governors' meeting.
- By inviting parents to discuss relationships and sex education at various points throughout their child's school career.
- By discussing and agreeing a consistent approach for pupils to be used at home and school.
- By inviting parents to a meeting where resources are available, and their use explained.

### **13. Parents' right to withdraw their children from relationships and sex education:**

Parents are entitled to withdraw their children from the elements of relationships and sex education which are not in the National Curriculum Science. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.

The relationships and sex education curriculum at KS3 is split into 3 strands. Parents will be consulted on which level they feel to be appropriate to their child.

### **14. Monitoring the relationship and sex policy and programme:**

The school will need to assess how effective the aims, content and methods of the relationships and sex education curriculum are in promoting students learning. Feedback from staff, parents and students will help to judge this. The PSHE leader along with the Leadership Group will be responsible for collecting this information and presenting it to the governors.



## **TOUCH POLICY**

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This policy has been written to:

- Safeguard students and staff during the changing process.
- To show respect for the pupils and to promote their dignity.
- To ensure that all staff feel comfortable with the actions they are taking.

### **Guidelines on the use of touch**

- Only under exceptional circumstances can a student be changed in the classroom, e.g. student illness or accident on the floor.
- When changing a student in the classroom the area consider the pupil's dignity and do everything possible to ensure privacy.
- Gloves must always be worn when removing / replacing pads and using wipes and changed for each pupil.
- Changing beds should be washed every day and wiped down after each pupil has been changed.
- The wishes of the parents, religions and otherwise, should be respected, particularly regarding of the sex of the member of the staff doing the changing.



- All staff must assist in changing, however it is acceptable for them to request a preference for same sex changing. If a member of staff is uncomfortable taking the lead in changing it is acceptable for them to assist.

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- Students (nurses, etc ;) and volunteers can only assist in changing.
- When hoisting a student onto the changing bed ensure the student's head is nearest the door. This is to ensure the student's respectability is maintained should anyone enter the room unexpectedly.
- During activities involving touch, for example physio and rebound, a pillow/cover should be placed over intimate areas to avoid uncomfortable situations when necessary.
- When hoisting pupils always inform them of what you are doing and offer them the standardised object of reference for "toilet"/ "changing".
- Use the pupil's own pads or spare ones that may be available. Do not use the other pupil's pads.
- Changing is part of the curriculum. The process of changing offers opportunities for interaction with pupils which should be exploited.

## **RSE Curriculum 2016-2017**



1. Me, You & Us
2. Private and Public/Non-private
3. Appropriate and Inappropriate Touch
4. Personal Hygiene and personal care
5. Developing and maintain relationships
6. Emotional Intelligence
7. Understanding Sexuality and Sexual Identity
<p>1. <u>Me You &amp; Us</u></p> <p>1. To be aware of myself – Me To be aware that my body is separate to the bodies of the other people around me. To be able to say/sign my 'name' or indicate towards an image of myself.</p> <p>To be able to know my face (using a mirror/photograph).</p> <p>2. To be aware of others – You To be aware that the bodies of the people around me are separate to my body.</p> <p>To be able to say/sign the names of the people I am sharing the space with.</p> <p>To be able to know the faces of the other people I am working with.</p> <p>3. My gender &amp; your gender To know that I am a 'boy/man/male' – 'girl/woman/female'</p> <p>To know that you are a 'boy/man/male' – 'girl/woman/female'</p> <p>To start examining the factors that distinguishes gender (clothes/hair/make up/shoes, etc.)</p> <p>4. What I like/don't like To be able to clearly indicate preferences and dislikes.</p> <p>To be able to make a choice from a group of things/experiences/items.</p> <p>To be able to explain 'why' you like/dislike something.</p> <p>5. Who I like/don't like To be able to indicate people who you like and people who you don't particularly feel comfortable with.</p> <p>To be able to explain 'why' you like/dislike someone.</p> <p>To explore what that may feel like for the other person.</p> <p>6. Life events To examine key life events (birth/death/going to school/leaving school/meeting People/dinner time/going home, etc.)</p>



To explore our feelings around some of the experiences we have had in our lives.

To be able to talk about and discuss some of the life events that have not happened yet.

7. Changes to my body

To be able to explore some of the physiological changes that occur to the body as we grow up.

To know the difference between a – baby/boy/teenager/man/elderly person.

To explore how to handle some of the changes that are taking place in my body 'right now'.

8. Changes in my life

To be able to understand that changes will take place (different teacher group/different school/boy to man/sitting next to somebody different/ working With a different T.A, etc.)

To be able to describe how I feel about 'change'.

To be able to show I can take part in the changes that I may be involved in, in the future.

9. Doing things that I want to do

To be able to 'action' an event/experience independently (where appropriate).

To be able to be 'in control' of my own choice and its outcomes.

To be able to make 'clear' choices about key features of the session (where I sit/who I work with, etc.)

10. Doing things that I have to do

To be able to express how it feels to do things I may not necessarily want to do.

To be able to carry out directed tasks, instructions, etc.

To be able to name/describe – things/experiences that we have no control.

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2. Private and Public/Non – private

1. Private zones on the body

To be able to clearly show an understanding of the 'private' zones on the body – all areas of the body apart from the hands/wrists/arms/shoulders).

To be able to explain why these places are private.

To be able to indicate where 'private zones' on the body are using photographs, illustrations and on their own body.

To know how to say/sign 'NO' if a private area of my body is touched.



## 2. Places on the body that are not private

To be able to clearly show an understanding of the 'non private' zones on the body, these areas of the body are the hands/wrists/arms/shoulders.

To be able to explain why these places are not private.

To be able to indicate where 'non-private zones' on the body are using photographs, illustrations and on their own body.

To know how to say/sign 'YES' if somebody wants to touch a non-private area of the body - the hands/wrists/arms/shoulders.

## 3. Private spaces in the school

To be able to locate the private spaces in the school (toilet/shower/bathroom/offices).

To know how to ensure that the private space you are in remains safe.

To be able to explore what makes a private space different to a public space.

## 4. Public spaces in the school

To be able to locate the public spaces in the school (lifts/corridors/playground, etc.)

To be able to show an understanding of how to act in a public space in the school

To be able to explore what makes a public space different to a private space.

## 5. Private spaces in the community

To be able to locate private spaces in the local community (cars/private houses/blocks of flats with intercoms/electrical cupboards/private driveways).

To know that these private spaces are not to be entered (looking at signs 'keep out'/'private'/'danger', etc.)

## 6. Public spaces in the community

To be able to locate public spaces in the local community, (parks/ pavements/ shops/cafes/bus stops/libraries, etc.)

To be able to show an understanding of how to act in a public space in the local community.

## 7. Private places at home

To be able to locate private spaces at home (bedroom/bathroom/shower/toilet).

To know how to ensure that the private space you are in at home remains safe.

To be able to explore what makes a private space different to a public space at home.

## 8. Spaces at home that we share with others





To be able to explore the spaces 'at home' that we share with other people.

To know how to behave in a shared space 'at home'.

To know the spaces at home that are not shared.

9. Where do I go when I need to be by myself in school/in the community  
To know where to go for 'private time' (e.g. time away from other people).

To know how to behave and remain safe in a 'private space'.

To know how to request/indicate that I may require 'private time'.

10. What happens if someone comes into a private space that I am in

To be able to respond appropriately to someone entering my 'private space'.

To know how to keep my 'private space' secure.

To be able to explain why it is not okay to share a private space (toilet/bathroom/shower) with another person at home/at school/in the local community.

### 3. Appropriate and Inappropriate Touch

1. Zones on our bodies that are okay/appropriate to touch

To be able to say/sign/indicate the zones on the body that are 'okay' to touch.

To be able to show a positive response through speech/sign/facial expression/body posture to an 'okay' touch.

To be able to give and receive 'appropriate' touch this is to the fingers/hand/wrists/arms.

2. Zones on our bodies that are 'not okay/inappropriate' to touch

To be able to say/sign/indicate the zones on the body that are '**NOT** okay' to touch.

To be able to show a negative response through speech/sign/facial expression/body posture to a '**NOT** okay' touch.

To be able to respond appropriately and effectively to a '**NOT** okay' touch.

3. Where can we touch ourselves in private

To know where to go if I need to touch myself in a private area of my body (in school and at home).



To know how to make the private space I am in 'secure' and 'safe'.

To be able to indicate or request that I go/be taken to a 'private space'.

#### 4. Where can we touch ourselves in public

To know what to do if I need to touch myself in a private area of my body in a public space (shop/café/library/park).

To know that it is '**NOT** okay' to touch private areas of the body outside in the local community

To be able to indicate or request that I go/be taken to a 'private space' when out in the community.

#### 5. Who can touch us

To know the names or roles of the people who may need to touch us (doctors/nurses/dentists/physiotherapists/mother/father).

To know how to respond if any touch feels '**NOT** okay' and who do I go to.

#### 6. When can we be touched

To know that there are certain times when we may need to be touched in a private place (in the hospital/at the dentist's/when being changed/when being showered...etc.)

To know how to respond if any touch feels '**NOT** okay' and who do I go to.

#### 7. Why we may sometimes need to be touched

To know that we may sometimes need to be touched if we are injured/ upset/need changing.

#### 8. How can we let people know that their touch was **NOT** okay

To be able to develop a clear communication to indicate to another person that a touch was '**NOT** okay'.

#### 9. How can we tell people that their touch is okay

To be able to develop a clear communication to indicate to another person that a touch was 'okay'.

#### 10. Where is it not okay to touch when we are in a public space

To know and be able to indicate where it is not okay to touch (on our own bodies) when



we are out in the local community.

To know and be able to indicate where it is not okay to touch (on our own bodies) when we are in a public space.

To know and be able to indicate where it is not okay to touch (on our own bodies) when we are in a shared space.

#### 4. Personal Hygiene and Personal Care

##### 1. Getting undressed

To be able to undress independently.

To be able to use a variety of different fasteners (zips/studs/buttons/hooks/Velcro).

To be able to remove shoes.

##### 2. Getting dressed

To be able to dress independently.

To be able to use a variety of different fasteners (zips/studs/buttons/hooks/Velcro).

To be able to put shoes on (doing laces optional).

##### 3. Using the shower appropriately

To be able to turn the shower on/off independently.

To be able to close the shower door in order to make the room private (where appropriate).

To be able to apply the soap independently.

To be able to wash the soap off independently.

To be able to regulate the heat of the water independently.

##### 4. Using the bath appropriately

To be able to turn the bath taps on/off independently.

To be able to close the bathroom door in order to make the room private (where appropriate).

To be able to apply the soap independently.

To be able to wash the soap off independently.



To be able to regulate the heat of the water using the taps independently.

#### 5. Using the toilet appropriately

To be able to close the door to in order to ensure that the cubicle is private (where appropriate).

To be able to pull trousers/skirts down independently.

To be able to pull trousers/skirts up independently.

To be able to wipe independently.

To be able to flush independently.

To be able to exit and wash hands independently.

#### 6. Cleaning my teeth appropriately

To be able to open the tube of toothpaste independently.

To be able to squeeze the toothpaste from the tube independently.

To be able to place the toothpaste on the brush independently.

To be able to brush teeth independently.

To be able to rinse independently.

#### 7. Washing my hands

To be able to turn the taps on and place the plug in the sink independently.

To be able to regulate the heat of the water and the amount required independently.

To be able to apply soap and wash it off independently.

To be able to dry hands independently.

#### 8. Washing my face

To be able to turn the taps on and place the plug in the sink independently.

To be able to regulate the heat of the water and the amount required independently.

To be able to apply soap and wash it off independently.



To be able to dry the face after independently.

### 9. Choosing what I need

To know what to take in to the shower/bathroom/toilet area (towel, soap, toothbrush, toothpaste, pad).

### 10. Cleaning myself properly

To be able to remove all soap/shower gel from all parts of the body.

To be able to dry myself with a towel after my shower/bath without support.

To know that I have finished washing and drying without being told.

## 5. Developing and Maintaining Relationships

### 1. Sharing space with people

To be able to sit/stand/move around generally sharing a space with other people, without demonstrating any type of inappropriate behaviour.

To be able to engage in a range of different close activities with my peers, without demonstrating any type of inappropriate behaviour.

### 2. Taking part in an experience together

To be able to work collaboratively with '1' other student.

To be able to work collaboratively as part of a 'group activity'.

### 3. Choosing somebody

To be able to make my own choice about who I work with, sit next to from a range of options.

To choose somebody that I feel is 'special' to me.

To be able to express why I have chosen somebody.

### 4. Communicating with people

To be able to communicate my intentions, feelings, choices through speech/sign/facial expression/gestural indications to another person.

To be able to communicate my intentions, feelings, choices through speech/sign/facial expression/gestural indications to a group of people.

To use non-verbal forms of communication effectively to get across my point.



### 5. Somebody that is 'special' to me

To carry out an activity with somebody I have chosen as 'special' to me.

### 6. Who are the people I know

To be able to say the names of the people who I know at school and at home.

To be able to recognise and indicate and awareness of images of the people I know at home and at school.

To be able to explore who the people in the local community are that we know personally.

### 7. What do I do when I meet somebody

To know I how to respond appropriately when meeting/greeting somebody.

To know which parts of the body are 'ok'/'not ok' to touch when meeting somebody.

To know what to do next after you have said 'hello'

### 8. What are the different relationships that I may be involved in

To be able to name the different types of relationship that I may be involved in (brother/sister/uncle/aunt/grandchild/friend/boyfriend/girlfriend/student)

To know that you may act differently in different relationships.

### 9. Being alone

To explore what is to be 'alone' (as a child, as a teenager, as an adult).

To examine what feelings are generated when we are alone.

### 10. Staying 'OK' with another person

How do I stay 'OK' with another person, if they are my friends?

How do I stay 'OK' with somebody if I have had an argument with them?

How do I stay 'OK' with somebody if they are not too keen on me?

## 6. Emotional Intelligence

### 1. How do I feel

To be able to label/name the different 'feelings/emotional states' that I may be feeling.

To be able to communicate to others how I am feeling.



To be able to uncover the reasons why I may be feeling in a certain way.

## 2. How do you feel

To be able to label/name the different 'feelings / emotional states that another person may be feeling.

To be able to communicate to others what you think they are feeling.

To be able to uncover the reasons why another person may be feeling in a certain way.

## 3. How do we know when people feel (happy, sad, etc.)

To be able to understand the key ways in which people communicate whether they are happy (positive) – unhappy (negative).

## 4. How can I tell people that I feel (happy, sad, etc.)

To be able to find the most efficient way in which to communicate/express whether you are happy (positive) – unhappy (negative).

## 5. The range of emotional responses

To be aware of a range of different emotional responses.

## 6. What are the signs of different emotional states

To be able to explore the range of different states that people may shift between.

To know how to respond to the different emotional states that people may shift between.

## 7. Feeling 'OK'

To be able to communicate others that I am 'OK'.

To be able to explain why I feel 'OK'.

To be able to stay 'OK'.

## 8. Feeling 'NOT OK'

To be able to communicate others that I am 'NOT OK'.

To be able to explain why I feel 'NOT OK'.

## 9. Reading people's 'faces'

To be able to identify somebody's emotional state through reading their 'facial expression'.



## 10. Reading people's 'bodies'

To be able to identify somebody's emotional state through reading their 'body posture'.

## 7. Understanding Sexuality and Sexual Identity

1. To be aware of the biological function of my sexual organs.
2. To understand how sexual intercourse takes place.
3. To understand what masturbation is.
4. To understand the concept of 'consent'.
5. Forming and maintaining a relationship that may be 'sexual'.
6. Giving and receiving 'sexual touch'.
7. Places on my body that I regard as 'sexual'.
8. Personal hygiene around my sexual organs.
9. Trust, safety and respect.
10. Saying 'YES' (what happens after) and saying 'NO' (what happens after).

### **\*Additional areas to teach in RSE**

- Clothing.
- Mirrors.
- Makeup.
- Going out.
- Formal manners/considering other people.
- Events.
- Chores.
- Visiting friends.
- Internet.
- Strangers/dangers.

TEACHERS SHOULD





Adopt a multi-disciplinary, holistic approach.

Teach in ways that match and challenge their pupils/students' abilities.

Audit resources across all key stages and adapted to PMLD/SLD students.

Be competent in and feel comfortable with, setting up and running structured programmes covering RSE.

Will know the group and will have an understanding of their individual needs.

Have a responsibility towards the personal integrity and safety of the students with learning disabilities within the school.

Liaise with parents/carers and will respect their religious and cultural beliefs.

-----KEY WORDS/  
SIGNS/SYMBOLS/OBJECTS OF REFERENCE

CROSS CURRICULUM LINKS & SMSC

### **RESOURCES:**

[BBC Bitesize - KS3 PSHE and Citizenship - PSHE for SEN](#)

RSE video resources that we can use within the sessions to support the learning objectives taken directly from the curriculum document.

SECONDARY SEN **SLD** VIDEOS - LINKS:

<http://www.bbc.co.uk/learningzone/clips/at-the-urinals/6727.html>

<http://www.bbc.co.uk/learningzone/clips/being-dressed/6726.html>

<http://www.bbc.co.uk/learningzone/clips/body-hair/10825.html>

<http://www.bbc.co.uk/learningzone/clips/clean-clothes/10829.html>



<http://www.bbc.co.uk/learningzone/clips/clean-your-teeth/10832.html>

<http://www.bbc.co.uk/learningzone/clips/close-the-toilet-door/6728.html>

<http://www.bbc.co.uk/learningzone/clips/dirty-hands/10831.html>

<http://www.bbc.co.uk/learningzone/clips/dressing-right/6733.html>

<http://www.bbc.co.uk/learningzone/clips/drying-yourself-properly/10828.html>

<http://www.bbc.co.uk/learningzone/clips/first-period/10827.html>

<http://www.bbc.co.uk/learningzone/clips/greeting/6734.html>

<http://www.bbc.co.uk/learningzone/clips/inappropriate-touch-friends/10838.html>

<http://www.bbc.co.uk/learningzone/clips/inappropriate-touch-the-family-friend/10837.html>

<http://www.bbc.co.uk/learningzone/clips/inappropriate-touch-the-stranger-at-the-bus-stop/10836.html>

<http://www.bbc.co.uk/learningzone/clips/inappropriate-touch-the-stranger-in-the-street/10835.html>

<http://www.bbc.co.uk/learningzone/clips/its-your-period/6732.html>

<http://www.bbc.co.uk/learningzone/clips/my-pencils/6724.html>

<http://www.bbc.co.uk/learningzone/clips/my-pizza/6723.html>

<http://www.bbc.co.uk/learningzone/clips/my-shopping/6725.html>

<http://www.bbc.co.uk/learningzone/clips/now-wash-your-hands/6730.html>



<http://www.bbc.co.uk/learningzone/clips/sneezing/6731.html>

<http://www.bbc.co.uk/learningzone/clips/touching-yourself-in-private-female/10833.html>

<http://www.bbc.co.uk/learningzone/clips/touching-yourself-in-private-male/10834.html>

<http://www.bbc.co.uk/learningzone/clips/touching-yourself-in-public/6729.html>

<http://www.bbc.co.uk/learningzone/clips/washing-your-hair/10830.html>

<http://www.bbc.co.uk/learningzone/clips/wet-dreams/10826.html>

SECONDARY SEN **MLD** VIDEOS - LINKS:

<http://www.bbc.co.uk/learningzone/clips/bullying-henrys-story/6712.html>

<http://www.bbc.co.uk/learningzone/clips/dealing-with-feelings/6706.html>

<http://www.bbc.co.uk/learningzone/clips/he-got-told-how-not-to-get-a-girlfriend/6707.html>

<http://www.bbc.co.uk/learningzone/clips/if-the-times-right-peer-pressure-and-sex/6713.html>

<http://www.bbc.co.uk/learningzone/clips/know-who-your-friends-are/6722.html>

<http://www.bbc.co.uk/learningzone/clips/leave-me-alone-inappropriate-attention/6708.html>

<http://www.bbc.co.uk/learningzone/clips/movie-mayhem-bad-behaviour-at-the-cinema/6705.html>

<http://www.bbc.co.uk/learningzone/clips/online-safety-pt-1-2/6710.html>



<http://www.bbc.co.uk/learningzone/clips/online-safety-pt-2-2/6711.html>

<http://www.bbc.co.uk/learningzone/clips/staying-out-of-trouble/6709.html>

<http://www.bbc.co.uk/learningzone/clips/we-want-a-party-working-together/6704.html>

**PRIMARY SEN VIDEOS - LINKS:**

<http://www.bbc.co.uk/learningzone/clips/feelings-about-bullying/10851.html>

<http://www.bbc.co.uk/learningzone/clips/coping-with-disappointment/10850.html>

<http://www.bbc.co.uk/learningzone/clips/setting-and-achieving-a-goal/10842.html>

<http://www.bbc.co.uk/learningzone/clips/ask-lara-girls-only-party/13481.html>

<http://www.bbc.co.uk/learningzone/clips/ask-lara-looking-after-lara/13484.html>

<http://www.bbc.co.uk/learningzone/clips/ask-lara-mission-brassiere/13465.html>

<http://www.bbc.co.uk/learningzone/clips/ask-lara-oh-no-its-here/13463.html>

<http://www.bbc.co.uk/learningzone/clips/ask-lara-spot-of-bother/13464.html>

<http://www.bbc.co.uk/learningzone/clips/good-and-bad-food-choices-healthy-eating-pt-1-2/4081.html>

<http://www.bbc.co.uk/learningzone/clips/good-and-bad-food-choices-healthy-eating-pt-2-2/4089.html>

<http://www.bbc.co.uk/learningzone/clips/the-benefits-of-being-active/10844.html>

<http://www.bbc.co.uk/learningzone/clips/road-safety/2466.html>



<http://www.bbc.co.uk/learningzone/clips/safety-outdoors-roads-and-water/6334.html>

<http://www.bbc.co.uk/learningzone/clips/ask-lara-laras-little-lie/13486.html>

BBC Bitesize - KS1 PSHE and Citizenship - PSHE for SEN

BBC Bitesize – KS2 PSHE and Citizenship - PSHE for SEN

Clearing litter from a local park

bugbears, headroom, help, rubbish, litter, environment, society, community, animation

Ask Lara - Having words

Ask Lara, asklara, moods, hormones, lies, bad day, anger, feelings, friendship, honesty, frustration, growing up, puberty.

Ask Lara - Just friends

Ask Lara, asklara, kissing, kiss, puberty, growing up, feelings, embarrassment, friendship, anxiety, worry, nerves, make-up, development, pressure

Being a good listener

bugbears, headroom, listening, talking, understanding, respect, friendship, feelings, emotions

Controlling your anger

Bugbears, headroom, emotions, feelings, anger, temper, anti-social

Enjoying the outdoors

enjoyment, happiness, bugbears, headroom, feelings, emotions, environment, self-esteem, outdoors

Introducing the Bugbears - sharing your feelings

bugbear, headroom, emotions, feelings, design

Understanding others

bugbears, headroom, feelings, emotions, friendships, understanding, arguments, animation

What makes you feel happy?

feelings, bugbears, headroom, emotions, happiness

Ask Lara - Hooked

Ask Lara, asklara, friendships, responsibility, teamwork, computer, video games, sleep, balance, obsession, addict, addictive.

What makes a good friendship?

friendship, bugbears, emotions, feelings, happiness, headroom



Coping with change - moving school  
bugbears, headroom, emotions, feelings, resilience, change

Ask Lara - House rules

Ask Lara, asklara, friendships, friend, relationships, teasing, growing up, anger, falling out, boundaries, space, consideration, empathy, texting, safety, digital, bullying.

Ask Lara - Starstruck

Ask Lara, asklara, fame, fortune, work, media, TV, pop, job, friends, behaviour.

Ask Lara - Growing pains

Ask Lara, asklara, anxiety, growing up, puberty, self- esteem, development, physical, acceptance, exercise, worry.

Ask Lara - Oh no! B.O.!

Ask Lara, asklara, B.O, BO, body odour, deodorant, hygiene, peers, embarrassment, pressure, anxiety, worry, friends, relationships

Celebrating success

bugbears, headroom, emotions, feelings, self-esteem, success, achievement, celebration, happiness

OTHER RESOURCES:

[www.growingandlearning.co.uk](http://www.growingandlearning.co.uk), offering guidance, tips and support for parents and carers about:

- The importance of teaching children and young people with a learning disability about sexuality and sexual health issues.
- Information and support about working with young people with communication difficulties.
- Advice about using communication symbols and visual learning methods.
- Information for parents and carers of young people with an autism spectrum diagnosis.

[www.lifesupportproductions.co.uk/](http://www.lifesupportproductions.co.uk/) a range of educational DVDs focused on relationship and sex education/PSHE suitable for young people including those with learning disabilities. – “Jason and Kylie DVDs. Life support productions”.

<http://www.amazon.co.uk/Davida-Hartman/e/B00EK5VA4Q> The books by Davida

Hartmann are good as they are autism specific and full of good social stores and activities.

<http://www.fpa.org.uk/shop/78/product-list> Fpa is a sexual health charity giving straightforward information and support on sexual health, sex and relationships to everyone in the UK.

<http://www.imageinaction.org/>

[www.starsinthesky.co.uk](http://www.starsinthesky.co.uk) a dating website for people with special educational needs.

#### RECOMENDED NATIONAL ORGANISATIONS:

The Sex Education Forum



[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

Stonewall



[www.stonewall.org.uk/at\\_school/education\\_for\\_all](http://www.stonewall.org.uk/at_school/education_for_all)

The PSHE Association



Gendered Intelligence



[www.genderedintelligence.co.uk/education-services](http://www.genderedintelligence.co.uk/education-services)

FPA



[www.fpa.org](http://www.fpa.org)

Forward UK



Manor Gardens

**BIBLIORGRAPHY:**

- Maddison A (2002) A study of curriculum development in a new special school. British Journal of Special Education Vol29 No 1 pp20-28
- QCA (2001) Planning, teaching and assessing the curriculum for pupils with learning difficulties. Developing skills. QCA/01/737
- Sex Education Forum (2005). Sex and Relationships Education Framework, Factsheet 30. London. National Children's Bureau.
- Tissot C (2009) Establishing a sexual identity. Case studies of learners with autism and learning difficulties. Autism Vol13 (6) pp551-556

Dear Parent/Carers,

**Relationships and Sex Education (RSE)**

Please find attached a copy of Ickburgh School's Relationships and Sex Education Policy (RSE).





You will note on the Policy that parents/carers have a choice to decide whether or not they would give permission for their children to take part in the lessons.

It will, therefore, be necessary to get your written permission for your child to be taught in the Relationships and Sex Education lessons.

Please complete and return this slip to the school office.

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

\*I wish my child to attend Relationships and Sex Education lessons.

\*I do not wish my child to attend Relationships Sex Education lessons. Please withdraw him/her.

\*(Please delete as applicable)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian

Name: \_\_\_\_\_

## Sex and Relationships Education Guidance

**Date of issue: July 2000**

**Ref: DfEE 0116/2000**

### 1. Key points

- All schools must have an up-to-date sex and relationship education policy, drawn up by the governing body, and available to parents and for inspection.
- This should be developed in consultation with parents and the wider community.
- Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.



- Secondary schools' policies must include how they will teach the relevant National Curriculum Science topics and how they will provide sex and relationship education as part of PSHE.

- Policies should be inclusive of all pupils.

- Having a policy in line with this guidance will be a key part of meeting the criteria for sex and relationship education outlined in the National Healthy School Standard.

## **2. Specific Issues when Teaching Sex and Relationship Education**

- Sensitive issues should be covered by a school's policy.

- Some teachers may need extra support and training in order to be able to deal with these issues confidently in the classroom.

- Both boys and girls should be prepared for puberty.

- Girls should be prepared for menstruation before their periods start.

- Young people need access to, and precise information about, confidential contraceptive information, advice and services.

- Young people need to be aware of the moral and personal dilemmas involved in abortion and know how to access a relevant agency if necessary.

- Young people need to be aware of the risks of STIs including HIV and know about prevention, diagnosis and treatment.

- Young people need to know not just what safer sex is and why it is important but also how to negotiate it with a partner.

## **3. Sex and Relationship Education within PSHE**

### **National Curriculum Science**

#### **Key Stage 1**

1. b) That animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans.  
f) That humans and animals can produce offspring and these grow into adults.
4. a) To recognise similarities and differences between themselves and others and treat others with sensitivity

#### **Key Stage 2**

1. a) That the life processes common to humans and other animals include nutrition, growth and reproduction



2. f) About the main stages of the human life cycle.

## National Curriculum Science

### Key Stage 3

1. d) that fertilisation in humans... is the fusion of a male and a female cell
2. f) about the physical and emotional changes that take place during adolescence
- g) About the human reproductive system, including the menstrual cycle and fertilisation
- h) how the foetus develops in the uterus
- n) How the growth and reproduction of bacteria and the replication of viruses can affect health.

### Key Stage 4

2. f) The way in which hormonal control occurs, including the effects of sex hormones .
- g) Some medical uses of hormones, including the control and promotion of fertility
  - l) The defence mechanisms of the body.
3. d) How sex is determined in humans.

## Working with Parents

### Key points

- Parents are the key people in teaching their children about sex, relationships and growing up.
- Many parents find it difficult to talk to their children about sex and relationships.
- Parents need support in their role as sex educators.
- Schools should always work in partnership with parents, consulting them regularly on the content of sex and relationship education programmes.
- Parents have the right to withdraw their children from all or part of sex and relationship education.

## Working with the Wider Community



## Key points

- Delivery of sex and relationship education is not the sole responsibility of schools. Parents and members of the wider community have much to offer.
- Schools should work effectively in partnership with parents and others in the wider community.
- Health professionals, social workers, youth workers, peer educators, and visitors all have a part to play in delivering sex and relationship education and should abide by the school's policy.

## Confidentiality

### Key points

- Schools should have a clear and explicit **confidentiality policy** which is advertised to pupils, staff, parents and visitors.
- Teachers cannot offer or guarantee pupils unconditional confidentiality.
- Teachers are not legally bound to inform parents or the head teacher of any disclosure unless the head teacher has specifically requested them to do so.
- Teachers should follow a set procedure if a child under the age of 16 is having, or contemplating having, sex.
- If sexual abuse is suspected, teachers should follow the school's child protection procedures.
- Health professionals are bound by their professional codes of conduct in a one to-one situation with individual pupils, but in a classroom situation they should follow the school's confidentiality policy

## Logos

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**Ickburgh**

# Healthy School

4/

**Ickburgh School**



**P S H E**

**Relationships and Sex Education Policy was approved by the Full Governing Body.**



**Signature:** \_\_\_\_\_

**Signed by Acting Chair of Governors**

**Dated: 05.07.2016**