



Approved By:

TLT

THE LODDON FOUNDATION LTD

Owned By:

EDU

Sex and Relationships

## Relationships and Sex Education Policy

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

*Department for Education*

### Context

Pupils at The Loddon School will experience life at a very early cognitive level while experiencing the emotions and feelings typical of someone of their chronological age. While upholding each pupil's rights to express their sexuality in private, it is important to recognise the very real challenges associated with developing and understanding of sex and relationships experienced by pupils in the school. The subject must always be approached with sensitivity.

### Aims:

- Learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- Gain knowledge about the human body so that they can understand and feel comfortable with their own bodies and sexual nature.
- Gain knowledge and understanding about the physical and emotional changes that take place during puberty.
- Learn how to manage friendships and relationships confidently and sensitively and to recognise and avoid exploitation and abuse.

### Content

Education in this area will focus on:

- Personal Care and Hygiene – skills being taught throughout their daily care routines.
- Body changes (Puberty)
- Appropriate sexualised behaviour understanding the need to keep parts of the body covered and tolerance of wearing clothing to maintain dignity, appropriate touch including appropriate greetings, and the need for privacy.

### Implementation

RSE will be delivered through a whole school approach. Key messages will be re-enforced throughout daily activities by all staff. Pupils will learn from the way staff react in everyday situations and interactions.

Books and social stories will be used to assist the student's knowledge of their own body, enabling the student to learn in a relaxed and comfortable way about the changes occurring to them.



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Staff may sensitively redirect young people to their bedroom, remodel inappropriate physical contact into a more positive gesture or offer clothing or blanket to maintain dignity.

All staff are expected to adhere to the staff dress code which ensures that pupils are not put at risk by being given mixed messages.

## **Responsibilities**

### The Trustees

The Trustees PEWT committee will approve the RSE policy and hold the Principal to account for its implementation.

### The Principal

The Principal is responsible for ensuring that RSE is taught consistently, when appropriate, for each young person in the school. The teaching of RSE will be discussed with parents, and decided what and how this information will be taught. During an annual review specific consideration of the young person's RSE needs may be appropriate and will form part of the review discussion.

### Staff

All house teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

## **Training**

Staff are trained on the delivery of RSE as part of their continuing professional development calendar. The school nurse and sexual health professionals may provide additional support and training to staff teaching RSE.

## **Monitoring arrangements**

The young person's development in RSE is monitored by the House teachers as part of our internal assessment systems related to PLLUSS targets and EHCP targets.

This policy will be reviewed by the Assistant Principal, annually. At every review, the policy will be approved by the PEWT Trustees committee.

## **Appendix**

### **Outline scheme of work for RSE**



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Students work through the scheme as appropriate to their individual needs. PLLUSS curriculum elements for Communication, Relating and Interacting, and Transitions link with this scheme.

Concept	Key learning objectives	Delivery
Relationships	<ul style="list-style-type: none"><li>Who is in my family?</li><li>Who are my friends?</li></ul>	Use of photographs, phone calls home, family visits. Songs, assemblies, circle time, story books, social stories.
My Body	<ul style="list-style-type: none"><li>The parts of my body.</li><li>Recognition of the sexes and how the body is different.</li><li>Growing up – baby to adult to old person.</li></ul>	Games, toy dolls, books and stories. Personal care routines. Pictures, sequencing cards, story books and social stories.
Feelings	<ul style="list-style-type: none"><li>Recognition of different emotions.</li><li>Identification of different facial expressions.</li><li>What makes me happy and sad?</li><li>Appropriate sexualised behaviour understanding the need to keep parts of the body covered and tolerance of wearing clothing to maintain dignity, appropriate touch including appropriate greetings, and the need for privacy.</li></ul>	Games, Playdoh mats – faces. Lego therapy, story books. Circle time, songs, pictures and photographs. Staff modelling appropriate behaviours. Staff guiding students to develop appropriate routines in the house.
Keeping safe and looking after myself	<ul style="list-style-type: none"><li>Personal hygiene and care skills – washing, bathing, showering, drying your hair, brushing your hair, having a haircut.</li><li>Knowing which parts of the body are private.</li><li>Understanding appropriate touch.</li></ul>	Daily personal care routines. Staff modelling appropriate behaviours. Staff guiding students to develop appropriate routines in the house.
People who help me /getting help and advice	<ul style="list-style-type: none"><li>Who are the people that help me at Home, school and in the community?</li></ul>	Circle time Posters in house – Children's guide Story books, toys related to emergency services. TV.

**References:** *Curriculum Design Tool for RSE – Sex Education Forum*

*RSE for disabled pupils and pupils with special educational needs – Sex Education Forum*

*Reviewed September 2021*