	Approved By:	TLT	THE LODDON FOUNDATION LTD
	Owned By:	EDU	Sex and Relationships

## Relationships and Sex Education Policy

The Relationships and Sex Education (RSE) guidance states “High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Schools should be aware that some pupils are more vulnerable to exploitation. Schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law”.

*Department for Education July 2024*

### Context

Children and young people 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 learn to respect others space and other peers' environments/possessions.
- Gain awareness about the human body so that they can accept changes related to puberty and feel comfortable with their own bodies.
- To accept help and support from adults and staff to support the child/young person in responding to coping strategies positively.
- To learn the difference between private space and communal space and what is appropriate behaviour in each space.

### Content:

Bespoke support in this area will focus on:

- Personal care and hygiene – skills being taught throughout their daily care routines.
- Body changes (Puberty)
- 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.

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## Implementation

RSE will be delivered through a whole school approach. Key messages will be re-enforced throughout daily activities by all staff. Staff will address issues as required and as appropriate for that individual.

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

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 PECT committee will approve the RSE policy and hold the Head of Educationl to account for its implementation.

### The Head of Education

The Head of Education 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 teaching and care staff are responsible for:

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

Sexual health professionals may provide additional support and training to staff teaching RSE if required. The school therapy team and department of positive behaviour support will monitor, and support as required.

## Training

The school has used external courses hosted by NASS and SWALSS to support teaching staff, as well as keeping update to date in guidance.

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## 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 PECT Trustees committee.

## Right to Withdraw

By law parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if a child wished to receive sex education rather than being withdrawn, the school would have to arrange this.

However, since Loddon School does not follow the National Curriculum and all Sex educational is personally designed for each child it is hoped that agreement can be made to offer the right help and support as the young person grows up. All decisions would be discussed with parents and also discussed with IRO and Social worker where appropriate to make sure all sexual education needs are met for each individual.

## Appendix

### Outline of work for RSE

PLLUSS curriculum elements for Communication, Relating and Interacting, and Transitions link with this outline.

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 how each persons 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>Understanding the need to keep parts of the body covered and</li> </ul>	Games, Playdoh mats – faces. Lego therapy, Drama sessions, story books. Circle time, songs, pictures and photographs. Staff modelling appropriate behaviours. Staff guiding students to develop

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	tolerance of wearing clothing to maintain dignity, appropriate touch including appropriate greetings, and the need for privacy.	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 each person's body belongs to them.</li></ul>	Daily personal care routines. Staff modelling appropriate responses and behaviours, to redirect to the appropriate behaviour, e.g., shaking hands/giving a high five. Staff guiding students to develop appropriate routines in the house, to aid children and young people to remain dignified.
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. Drama TV.

**References:** *Curriculum Design Tool for RSE – Sex Education Forum**RSE for disabled pupils and pupils with special educational needs – Sex Education Forum*

<b>Date</b>	<b>Summary of Changes</b>	<b>Signature (Chairman of Committee)</b>	<b>Date of next review</b>
Sept 2022	More detail added to the training courses used this year provided by SWALSS.  Policy checked against template policy in The Key.		Sept 2023
Sept 2023	Added the Parents right to withdraw but with a description that it is only offered under agreement with parents.		Sept 2024
February 2025	Reviewed and updated policy. Change responsibility to Head of Education.		Sept 2025