



RELATIONSHIPS AND SEX EDUCATION POLICY

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Other relevant policies:

Child Protection and Safeguarding Policy and Procedures

Online Safety Policy

Curriculum Policy

PSHE Policy

Spiritual, Moral, Social and Cultural Development (including British Values) Policy

Equality and Diversity Policy

Behavioural Policy

Counter-bullying Policy

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2. Purpose

The purpose of a whole school Relationships and Sex Education (RSE) policy is to:

- Explain the definition, aims and objectives of RSE
- Describe what we teach and the approaches we use

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and advisory council) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request. As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated. This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work. The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships

3. Legislation and guidance

The guidance in this policy should be read in conjunction with:

- [Section 80A of the Education Act 2002](#)
- [Children and Social Work Act 2017](#)
- [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#)
- [Equality Act 2010](#)
- [DfE \(2019\) 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education'](#)
- [DfE \(2013\) 'Science programmes of study: key stages 1 and 2'](#)
- [DfE \(2021\) 'Teaching about relationships, sex and health'](#)
- National Minimum Standards Residential Special School – NMSRSS - <https://www.gov.uk/government/publications/residential-special-schools-national-minimum-standards>
- Social Care Common Inspection framework – SCCIF- <https://www.gov.uk/government/publications/social-care-common-inspection-framework-sccif-boarding-schools-and-residential-special-schools>

4. Aims

RSE forms part of the wider PSHE curriculum at Abbey School and is linked to the Science curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DfE's [Relationships Education, RSE and Health Education](#) guidance.

Children and young people with autism may present with particular difficulties in forming and maintaining healthy and positive relationships and communicating their feelings, emotions and needs. RSE contributes significantly to promoting the physical, spiritual, moral, social, cultural and mental development of pupils at school and in society and prepares pupils for the opportunities, responsibilities and experiences of adult life.

At Abbey School we believe that it is everyone's right to have relevant knowledge of their sexuality, regardless of whether or not they have special educational needs. Disability does not rule out sexual feeling, sexual needs or in many cases sexual capabilities. But it can sometimes cause sexual difficulty and, where this applies, the young person should be

prepared for this. Certainly, he or she should be prepared for general sexual development or this may come as a surprise as they get older. To deny young people sexual knowledge can make life very difficult for them. They may also be at a disadvantage as compared with more knowledgeable young people. We have a duty to see that this knowledge is passed on in a suitable form. Only in this way will our pupils become capable of taking over responsibility for their own bodies and obtaining the sexual enjoyment which is their right. Any education in sex must include education in responsibility. Young people must understand the risks which arise from irresponsible behaviour. Knowing these risks, they will also know how to behave with other people and they themselves will become less vulnerable. Pupils with special educational needs are also more likely to experience exploitation than typically developing children due to the social, communication and cognition difficulties they experience. Our RSE curriculum aims to help to protect vulnerable pupils by giving them the correct vocabulary and language needed to describe their bodies, to teach them what constitutes safe and unsafe touch and to empower them to report behavior which makes them feel uncomfortable.

The RSE curriculum at Abbey School is continually evolving and carefully tailored to the needs and level of ability of each individual with regard to the statutory requirements as set out for primary and secondary pupils. At Abbey School, we recognise that students mature at their own speed and individual plans will be developed, delivered and monitored following pupils' individual developmental and physical stages.

The following aims compliment those of the Science curriculum:

- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for the physical and emotional changes that occur during puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Empower young people to take responsibility for their sexual health and well-being
- Teach pupils about appropriate behaviours and where relevant, with reference to the law
- Empower pupils with the knowledge, skills and understanding they need to be able to keep themselves safe and enjoy fulfilling relationships

For more information about our curriculum, see our curriculum map in [Appendix 1](#)

5. Statutory Requirements

From September 2020 the Department for Education made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools, as outlined in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

Independent schools must also meet the Independent School Standards as set out in the [Education \(Independent School Standards\) Regulations 2014](#) which require that schools teach personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 (Equality) Act.

The statutory requirements do not apply to sixth form pupils, although we continue to support older pupils to transition to adulthood by offering Relationships and Sex Education at this stage. Schools should also be mindful of the preparing for adulthood outcomes, 12 as set out in the [SEND code of practice](#), when teaching RSE to pupils with SEND.

6. Definition

Sex and relationship education is a lifelong learning about physical, moral, social and emotional development. It is about the knowledge, understanding and acquisition of skills required for stable and loving relationships, respect for oneself and others, love and care. It is

also about the teaching of physical development, sexuality, and sexual health. RSE also teaches equal rights of those with lesbian, gay or transgender orientation.

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16 and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

7. Delivery of RSE

At Abbey School, RSE is taught within the personal, social, health and economic (PSHE) curriculum, with the basic biological aspects of sex education taught within the science curriculum. Through the science curriculum, pupils will learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- That humans and animals have lifecycles which include reproduction
- From birth to old age, humans change and special changes occur during puberty
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach pupils about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. Although sex education is not compulsory at primary level, at Abbey School we have chosen to include some work on masturbation at primary level

(where appropriate and tailored to the needs of individual pupils), as pupils might start to masturbate around puberty, but unlike their typically developing peers, pupils on the autism spectrum may lack the social awareness to know when and where it's appropriate, and when it's not.

RSE also focuses on teaching the fundamental building blocks and characteristics of positive relationships and on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds. The RSE curriculum covers the following areas:

Primary	Secondary
<ul style="list-style-type: none">• Families and people who care for me• Caring friendships• Respectful relationships• Online relationships• Being safe	<ul style="list-style-type: none">• Families• Respectful relationships, including friendships• Online and media• Being safe• Intimate and sexual relationships

Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Abbey School RSE curriculum is based on a spiral model which progresses and returns to key themes as children move through the school. As pupils revisit key themes, they build on prior knowledge and experience. Pupils in all key stages regularly revisit stages 1 to 3, and 'relationships' forms a fundamental element at each stage of the RSE curriculum. It is intended that by including relationships in each area, pupils will become aware of the varying intensity of relationships. In Stage 2 'Recognising Exploitation' it is important to help pupils to become aware that it is necessary in certain situations to expose their body to certain people, for example trusted care givers and health professionals. However, it is also necessary to illustrate that this it is not always acceptable to expose all of their body, for example if they visit the doctor with a sore throat.

Stages 4 and 5 are not introduced to pupils until KS4.

7.1. Stage 1: Knowing your own body

We feel that the basis from which any sex and relationship curriculum must start is that pupils should have an awareness of their own body and an understanding of the body's various functions. Using illustrative teaching materials, we aim to make sure the pupil can recognise and compare the main external parts of the body including the external genitalia. The function and purpose of external body parts will be taught. There is a strong emphasis on pupils knowing that their body belongs to them and that people must ask permission before touching it.

7.2. Stage 2: Recognising exploitation

The point that private parts are for private places and that only public parts are for public places will be strongly emphasised. Similarly, children need to learn about discussing these issues with appropriate people in appropriate places. These are concepts that our pupils find difficult to understand and encapsulates the most important point we want to make at this

stage. Learning about behaviours which are appropriate in a private place when you are alone or in a public place when you are with others, is crucial. This section must be taught in a way which does not make the pupil unduly afraid or cautious of people around them. Pupils build on their understanding of their own body and are taught to recognise touch that is not safe. They learn when and how to say 'NO' or 'STOP' if they experience unwanted touch and where to go to seek help in such situations. Among the teaching strategies we may use for this are role play and drama; use of voice/tone/rhythm and facial expression. It is essential that young people learn the importance of 'consent' and how this applies within any relationship, including those of a sexual nature. We will teach that consent is something that is freely given and that being pressured or coerced into doing something you do not wish to do is not consent. We will support pupils in becoming more aware of how and when they can clearly and assertively communicate 'no' or 'stop' during any physical relationship and that it is their right to withhold or withdraw consent at any time. We will also teach pupils how to seek the consent of another person and the importance of being sure consent has been given.

7.3. Stage 3: Gender concepts and growing up

As we grow up, we experience physical, emotional and social changes associated with age and maturity and become increasingly aware of our gender identity. During this stage we will teach pupils about physical and emotional changes they may experience as they grow into adulthood. We will encourage pupils to think about gender and equip them to recognise and challenge gender stereotypes in the media and elsewhere.

Pupils will learn how to recognise emotions in themselves and in others. We will teach them the vocabulary to name feelings and to describe the behaviours associated with particular emotions. We will encourage them to think about what makes them happy, sad, angry, frightened and so on, and that they can share these feelings with others. Pupils will learn how our emotions can affect how others act. They will also learn how they can show sensitivity to the feelings of those around them. We will explore the feelings associated with change including transitions (between classes, schools, moving house etc.), loss, separation, divorce and bereavement. We will also teach them to identify special people (family, friends, carers) and how special people should care and support one another.

7.4. Stage 4: Intimate relationships

The following points should set the context for Stage 4 and underpin all of the work that is completed during this stage which includes:

- Different kinds of love - the difference between 'love' and 'being in love'.
- Different kinds of kissing - when is kissing appropriate.
- Being in love means people want to be together a lot or as much as possible.
- Civil partnerships and marriages are examples of the commitment made between two people who love and care for one another and want to spend their lives together. They may or may not choose to have a baby together.
- Two people can be in a committed relationship but not be married or in a civil partnership.
- Two people can be in an intimate relationship but not have sex if they don't wish to.
- Both partners must want to have sex before sexual intercourse takes place.
- It is wrong for someone to force their attentions onto you or for you to force your attentions on someone who does not welcome them.
- Sexual intercourse is a private act between two consenting adults - overt public physical displays are inappropriate.
- Sexual intercourse can be a pleasurable experience between two consenting adults and a way of feeling closeness and intimacy with one another.
- It is important not to give the wrong signals to people, for instance that you want a relationship to develop when you do not actually want it to.
- Attraction between two people depends just as much upon personality and kindness as it does upon physical appearance.

When teaching pupils how babies are made care will be taken on the level of detail provided initially. Explanations will be kept simple and unambiguous in the early stages whilst understanding is being established:

Sperm comes out of a man's penis inside the woman is an egg when the sperm and the egg join it could make a baby.

The level of detail about how the sperm gets to the egg will be increased as appropriate for individual pupils. Using the term 'having sex' may be more appropriate than the more technical 'sexual intercourse' or the euphemistic 'making love' although any of these three, or others, may be suitable.

Explanations will be kept simple and unambiguous.

- The man and the woman kiss, touch and hold each other
- This makes them excited
- The man's penis becomes hard and stiff and the woman's vagina becomes wet
- This should be enjoyable for the man and the woman
- The man puts his penis inside the woman's vagina
- Soon the sperm shoots out of the man's penis (ejaculation/coming) into the woman's vagina
- If the sperm meets an egg inside the woman, a baby could begin to grow in a special place called the womb

When discussing pregnancy and birth, the main emphasis is placed on the physical stages of development from a foetus through to a baby.

Opportunities to discuss which people choose to have sex together will be included with same sex as well as opposite sex relationships discussed. Pupils should be taught that there are several reasons a couple may choose to have sex, including: in order to have a baby, to show their love to one another or because it is enjoyable and brings them pleasure. They will be taught that sex does not always result in making a baby. We will always emphasise that making a baby must be a responsible act because a baby needs to be cared for physically, emotionally and financially for twenty years or more. These issues should be discussed and the question asked "Could you give a child all of this?"

7.5. Stage 5: Contraception and sexual health

Pupils will learn the importance of self-examination and maintenance of sexual health. This may include Sexually Transmitted Infections (STIs) as well as how to spot other health problems related to the sexual organs (e.g. testicular cancer, breast cancer, thrush). Other important issues regarding 'safer sex' include how to reduce the risk of contracting H.I.V. and STIs. Although the point will be made that a baby is not conceived every time a couple have sex, the fact that it is very possible makes it imperative that our pupils should be taught to regard contraception as essential before having sex. Discussion at this stage will also include establishing the difference between using contraception for sexual health and birth control purposes and the importance of contraception within same-sex relationships.

A range of both male and female contraception methods will be discussed, and pupils will be taught that most methods of contraception do not protect from STIs and that no method of contraception is a hundred percent effective. Links will be made with local sexual health clinics so pupils know where sexual health information is available and how to obtain it.

For more information about our RSE curriculum, see [Appendix 1](#).

8. Specific issues including vulnerable groups

8.1. What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- Use inclusive language (such as partner instead of boyfriend/girlfriend)
- Use correct terminology as this is deemed good practice
- Avoid the use of any slang
- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children at primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also '[The LGBT Issue](#)' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

8.2. Safeguarding

Research suggests that children with special educational needs are more vulnerable to sexual exploitation than their typically developing peers and they can face additional safeguarding challenges as a result of their needs.

Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being. RSE plays a very important part in fulfilling the statutory duties all schools have to meet with regard to safeguarding pupils. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures. Our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy and Procedures.

8.3. Confidentiality

Staff will follow the school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

9. Roles and Responsibilities

9.1. The Proprietor

The proprietor is accountable for matters relating to relationships and sex education and delegates day-to-day responsibility for overseeing relationships and sex education to the Principal and Senior Leadership Team.

9.2. The Advisory Body

The Advisory Body role is to provide strategic support, challenge and accountability.

The Advisory Body shall:

- Ensure members are familiar with the approach to RSE at Abbey School
- Review the RSE Policy and its implementation annually in line with the school's compliance diary

9.3. The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of sex education (see [Section 10](#)).

9.4. Staff

Class teachers and learning mentors are responsible for delivering RSE in a sensitive manner. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

A whole school approach is adopted to the teaching of RSE and all staff (both teaching and non-teaching) are responsible for:

- Modelling positive attitudes to RSE
- Modelling and respecting behaviours linked to the RSE curriculum at all times (e.g. around areas such as permission, choice, autonomy, pastoral care)
- Responding to the needs of individual pupils

Through induction training, all staff will be made aware of what is being taught in RSE and how the RSE curriculum is approached (for example staff will learn to ask pupils before they touch them, especially when providing a pupil with intimate care).

10. Parents' right to withdraw

Before any year group embarks upon its sex education program, parents/carers are informed by letter of their right to withdraw their child from sex education lessons and given an overview of the topics the child will be covering. An information session for parents will be offered to discuss the program. During this information session, teaching resources will be shown and opportunities will be given for discussion and questions. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request and that they can view any teaching resources being used in the delivery of RSE.

Parents/carers do not have the right to withdraw their children from *relationships* education. Parents/carers have the right to withdraw their children from the *non-science components of sex education* within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Principal who will discuss the request with parents/carers, exploring any concerns and discussing the impact that withdrawal may have on the child. The Principal will also provide suitable materials for parents/carers to teach their child at home. A copy of withdrawal requests will be placed in the pupil's educational record.

11. Training

Abbey School ensures RSE/PSHE CPD for staff through:

- Opportunities for the Subject Leader to undertake any training required to fulfil the position effectively
- The delivery of CPD by trained practitioners to take place for all staff involved in teaching the subject
- Surveys to all staff with regard to RSE content and support required
- Visits from external agencies such as school nurses or sexual health professionals to provide support and training to staff teaching RSE

12. Monitoring, Evaluation and Review

This policy will be reviewed annually by the School's senior leadership team. At every review, the policy will be approved by the Principal, Senior Leadership Team and Advisory Body.

The Senior Leadership Team will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of work samples
- Staff meetings to review and share ideas

13. Appendix 1: RSE curriculum map

KEY STAGE	YEAR / TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS & KS1	Reception	<p>My growing body</p> <ul style="list-style-type: none"> Differences between boys and girls Names of body parts including genitalia Safe & unsafe touch Asking for help 	anatomically correct gender dolls, pictures of male / female genitalia, diagrams to show where it is ok / not ok to be touched, photographs of familiar and unfamiliar people, dolls and different items of clothing inc. underwear, body parts puzzles, mirrors, dolls, public / private pictures for sorting (body parts, places in school and home)
EYFS & KS1	Year 1	<p>Different kinds of family</p> <ul style="list-style-type: none"> Babies, children and adults People who are important to me Different types of family 	scrap books, paper for posters / artwork, photographs of children's families, pictures of different types of family, bingo boards, flashcards, dolls, puppets and dolls of different age, gender and ethnicity, role-play equipment e.g. bath, bed, book, food & cutlery, etc.
EYFS & KS1	Year 2	<p>Being kind</p> <ul style="list-style-type: none"> Recognise kind and unkind actions Know how kind / unkind behaviour makes people feel What to do if someone is being unkind 	social stories, dolls & puppets, pictures related to bully / buddy behaviour
KS2	Year 3	<p>Respecting privacy</p> <ul style="list-style-type: none"> Know what privacy means Public and private body parts Respecting other people's need for privacy Personal space 	<ul style="list-style-type: none"> books, videos, computer programs, outdoor play equipment, board games, music, drawing equipment, social stories, pictures of public and private activities, pictures of public and private body parts, pictures of public and private spaces

KEY STAGE	YEAR / TERM	TOPIC/THEME DETAILS	RESOURCES
KS2	Year 4	<p>Making choices and saying no</p> <ul style="list-style-type: none"> • Making choices about things that are important to me • Being assertive, saying 'no' or 'stop' 	puppets / dolls, social stories, choice boards, items to promote choice making e.g. food and drink, toys, etc.
KS2	Year 5	<p>My changing body</p> <ul style="list-style-type: none"> • Recognise physical and emotional changes that occur during puberty • Strategies for managing changing emotions • Managing erections • Managing menstruation • Developing and managing personal care and hygiene routines • Understanding a need for privacy 	gender pictures, gender dolls, mirror, body parts puzzles, computer programmes, simple books about reproduction, 3D models of body parts, baby doll and bath, 'Beyond Words' book about puberty, social stories, puberty picture cards, sanitary products, self-care / personal hygiene products, e.g. deodorant, soaps, wipes, etc. boys & girls puberty boxes
KS2	Year 6	<p>Public and private places and spaces</p> <ul style="list-style-type: none"> • Identify places that are public and private in familiar settings, e.g. home, school • Know which parts of my body are private • Safe / unsafe touch • Recognise behaviours that are socially appropriate in public and private places • Asking for help 	anatomically correct dolls, Beyond Words books, social stories, pictures of public and private body parts, pictures of public and private spaces in a variety of settings.

KEY STAGE	YEAR / TERM	TOPIC/THEME DETAILS	RESOURCES
KS3	Year 7	<p>Caring relationships</p> <ul style="list-style-type: none"> • Different types of caring relationships (family, friends, communities) • Appropriate behaviour in different types of relationship • Distinguish between a friend and a 'boyfriend' or 'girlfriend' • Accepting rejection from others 	<p>pictures of different types of relationship including opposite sex / same sex,</p> <p>vibrating snake for replicating feeling of 'butterflies' during attraction, intimacy & relationships circles, photos of different people in the child's life, visual supports to show how people behave when they are attracted / if they are not interested</p>
KS3	Year 8	<p>Changing Relationships</p> <ul style="list-style-type: none"> • Getting on and falling out • How to be a good friend • Saying sorry and making up 	<p>Social stories, partner / group games, pictures of getting on / falling out, emotion cards (visuals),</p> <p>Let's Talk About Relationships & Sex www.downs-syndrome.org.uk</p> <p>SHARE special – An SRE curriculum for young people http://www.sexualhealthsheffield.nhs.uk/product/share-special-manual/</p> <p>What are Relationships? By Kate E Reynolds - A book for autistic people addressing relationships</p>
KS3	Year 9	<p>Consent</p> <ul style="list-style-type: none"> • Asking for and giving permission / consent • Situations which require consent • Consequences of not obtaining consent 	<p>social stories, pictures of instances of permission seeking (in and out of school), games and equipment for sharing, dolls and puppets</p>
KS4	Year 10	<p>Different kinds of love</p> <ul style="list-style-type: none"> • Different kinds of relationship • The difference between love and 'being in love' • Different kinds of kissing • Different types of committed relationships 	<p>social stories, dolls / puppets, Beyond Word books: 'Making Friends', 'Falling in Love', 'Hug Me Touch Me', 'Who can be my friend?' flowchart, circle of intimacy, vibrating snake (to mimic the feeling of 'butterflies' in the stomach during attraction)</p>

KEY STAGE	YEAR / TERM	TOPIC/THEME DETAILS	RESOURCES
KS4	Year 11	Intimate relationships <ul style="list-style-type: none"> • Sexual attraction • Sexual intercourse • Consent and the law • Privacy and appropriate behaviour • Pregnancy and birth 	stages of intimacy cards, social stories, video clips / DVDs, anatomically correct dolls, models and diagrams of sexual organs, Beyond Words books: 'Loving Each Other Safely', 'Hug Me Touch Me', 'Should I Have Sex?' flowchart
KS5	Year 12	Healthy relationships <ul style="list-style-type: none"> • How to tell if I'm ready for a romantic relationship • How to behave with people in different types of relationship • Dating (including online dating) • Recognising harmful behaviour in relationships • Knowing where to go for help if a relationship makes me unhappy 	social stories, scenario cards, relationship quality cards, sorting hoops, videos of healthy / unhealthy relationships, relationship circles
KS5	Year 13	Managing relationships <ul style="list-style-type: none"> • Knowing some of the reasons why relationships may end • Managing feelings when an important relationship ends • Managing rejection 	Beyond Words books: Feeling Cross and Sorting it Out, When Dad Died, When Mum Died, When Somebody Dies, social stories
KS5	Year 14	Contraception & sexual health <ul style="list-style-type: none"> • Self-examination and maintenance of good sexual health • Contraception for sexual health and birth control 	selection of different types of condom, contraceptive pill packaging, photographs of places where condoms can be bought, condom demonstrator, anatomically correct dolls, social stories, video clips / DVDs, Beyond Words books: 'Loving Each Other Safely', 'Keeping Healthy Down Below', 'Looking After My Breasts', 'Looking After My Balls'

14. Appendix 2: By the end of primary school, pupils should know

From September 2020, Relationships Education will become compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. The following tables outlines the core knowledge that pupils should have acquired by the end of primary and secondary education as set out in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), statutory guidance for all schools. At Abbey School we recognise the rights of our students, regardless of their special educational needs, to have access to this information. However, due to the complex needs of the children and young people at Abbey School, the level of understanding acquired by pupils will vary depending on their stage of cognitive development. All pupils will receive personalised access to the curriculum (what they are taught) as well as individualised learning support (how they are taught). This will enable Abbey School to tailor the RSE curriculum carefully to the unique needs of each pupil. Careful consideration will always be paid to a pupil's age, stage of development and readiness.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and well-being</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>