

Personal, Social, Health and Economic Education (PSHEe)

**including Statutory Health Education and
Statutory Relationships and Sex (RSE) Education**



RIVERSIDE BRIDGE SCHOOL
'EXCELLENCE FOR ALL'



Partnership Learning

Ratified by Governors: March 2021

To be reviewed: September 2024



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

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Scope of Plan: This plan applies to all staff, pupils, governors and volunteers at Riverside Bridge School

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PERSONAL, HEALTH, SOCIAL AND ECONOMIC EDUCATION (PSHEe)

1.0 INTRODUCTION

1.01 What is PSHEe?

PSHEe helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

1.02 Statutory Duties

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. PSHE education makes a major contribution to schools fulfilling this duty.

In addition, The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes the following statement about statutory requirements:

For Primary Schools, or pupils receiving Primary Education

- Relationships Education will be compulsory in all Primary Schools, or for those pupils receiving Primary Education – *this includes academies, free schools and independent schools*
- Health Education will be compulsory in all Primary Schools, or for those pupils receiving Primary Education) – *this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.*
- In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils:

For Secondary Schools, or pupils receiving Secondary Education

- Health Education will be compulsory in all Secondary Schools (or for those students receiving Secondary Education) – *this includes all academies and free schools but not independent schools as PSHE is already statutory in these*

schools.

- Relationships and Sex Education will be compulsory in all Secondary Schools, or for those students receiving Secondary Education – *this includes academies, free schools and independent schools:*

Schools also have duties in relation to promoting pupil well-being and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). In the statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'

Relevant issues which may be covered in PSHE education include: child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on pupils, the dangers of extremism and radicalisation, forced marriage, honour-based violence and female genital mutilation.

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

1.03 PSHEe at Riverside Bridge School

Personal, Health, Social and Economic Education (PSHEe) underpins life at Riverside Bridge School. Pupils' attitudes to themselves and each other must be healthy if effective learning is to take place.

The emphasis is on encouraging individual responsibility, awareness and informed decision-making to promote healthy lifestyles.

Our Growth Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development as well as British Values and prepares all pupils for the opportunities, responsibilities and experiences of life.

PSHE reinforces the school's vision and values:

- a thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- a welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

Our school aims for all pupils are that:

- they should be safe, secure and happy in school;
- they have equal access to the curriculum, regardless of ability, gender, race or religion;
- they develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others;

- and that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

2.0 AIMS OF THE PSHEe POLICY

- To provide all pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community;
- To support all pupils to develop socially, morally, emotionally, physically and mentally;
- To prepare all pupils for the opportunities, responsibilities and experiences of later life;
- To encourage all pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities;
- To support all pupils to become active citizens within their local community;
- To support all pupils in recognising their own worth and others';
- To allow all pupils to acknowledge and appreciate difference and diversity;
- To enable all pupils to become increasingly responsible for their own learning;
- To help all pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up;
- To show all pupils how to make and act on informed choices and decisions and respond to challenge;
- To enable all pupils to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To enable all pupils to have a sense of purpose;
- To support all pupils to be positive and active members of a democratic society;
- To provide all pupils with a toolkit for understanding and managing their and others' emotions;
- To support all pupils to form and maintain healthy and positive relationships;
- To help all pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online;
- To give all pupils accurate information about puberty, reproduction and contraception. This will help all pupils prepare for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- To create for all pupils a positive culture around issues of sexuality and relationships;
- To help all pupils to become healthy and fulfilled individuals by promoting the mental and physical development of all pupils.
- To help all pupils to develop feelings of self-respect, confidence and empathy;
- To teach all pupils the correct vocabulary to describe themselves and their bodies;
- To teach all pupils to understand what constitutes a safe and healthy lifestyle;
- To provide all pupils with a framework in which sensitive discussions can take place;
- To prepare all pupils for transitions and the opportunities, responsibilities and experiences of adult life;
- To ensure that all pupils can protect themselves and ask for help and support;
- To encourage all pupils to respect their own and other people's decisions, rights and bodies;

- To give all pupils opportunities to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.

3.0 TEACHING AND LEARNING OF PSHEe

PSHEe, which is delivered throughout all our Curriculum Areas of Development (see Appendix 1), supports children to be healthy, active and lead fulfilling lives. The programme of learning incorporates all aspects of statutory Health Education and Statutory Relationships and Sex Education, as well as other areas within our wider personal development and growth curriculum.

Pupils learn to respond positively to challenges, solve problems, handle risks and develop self-confidence. It lays the foundations for long term well-being and contributes to children's spiritual, moral, social and cultural development (SMSC).

Pupils develop an awareness of what is acceptable and unacceptable behaviours towards their peers within social situations and how to manage the relationships they form with others; they learn about their place in society and their responsibilities both as individuals and as members of their communities.

Pupils also learn about their changing bodies, caring for and looking after their bodies; and as they become more confident children and develop a growing self-awareness, they learn to make informed decisions that will enable them to lead happy and healthy lives and they use their pupil voice to influence decisions - thus experiencing all aspects of British Values.

We also strive to prepare our pupils for the next stage in life, whether that be the next part of their education or ultimately the work place. This is why our work-related learning curriculum spread from Reception to Year 11, creating opportunities for our pupils to learn about finance as well as careers.

Pupils have numerous opportunities within our Curriculum Areas of Development to develop vital skills through everyday experiences which may be planned through specific lessons to ensure breadth and depth of learning at an appropriate level but also often arise incidentally.

Enrichment activities include educational visits, outdoor learning experiences as well as structured and unstructured playtimes which provide opportunities for movement breaks, peer interaction, social relationship development, and physical fitness. Access to a range of cultures, faiths and traditions are also provided to all pupils through religious festivals and celebrations.

3.01 Personal Development

Personal Development
<p>How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts</p> <p>How to manage own and others' emotions and behaviours</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships</p>

3.02 Social Development

Communication and Interaction

How to interact with staff and peers
How to communicate information appropriately
How to communicate preferences and make choices
How to practise appropriate behaviour in different situations
How to identify difficulties and ask for help

Engagement & Learning

How to respect and protect the environment

Independence and Community Participation

Where money comes from, how to keep it safe and how to manage it effectively
How money plays an important part in people's lives

Personal Development

How to behave and act responsibly and respectfully in different environments
What are the rights and responsibilities as members of families, communities and ultimately as citizens
How to respect equality and be a productive member of a diverse community

3.03 Health Development

Healthy Living

How to follow routines including classroom routines and personal care routines
What is meant by a healthy lifestyle
How to maintain physical, mental and emotional health and well-being
How to manage risks to physical and emotional health and well-being
How to keep physically and emotionally safe
How to manage change, such as puberty, transition and loss
How to make informed choices about health and well-being and to recognise sources of help with this
How to respond in an emergency

3.04 Economic Development

Independence and Community Participation

How to prepare for shopping
How to shop and pay for different items in a shop
How to manage own money
How to identify sources of income
How to identify expenditure within a given period
How to plan a budget according to income and expenditure
What is the purpose of saving money
How to save money
How a bank account functions
What types of bank account you can have
How to use credit/debit cards
Where to seek advice about money matters

3.05 Ground rules in PSHEe

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching PSHEe. Staff are encouraged to create a safe and secure climate within their classes to teach by implementing ground rules: respect (everyone has the right not to answer the question); openness; confidentiality; kindness.

Additionally, staff should agree with pupils the following rules: we use the anatomically correct names for body parts; meanings of words will be explained in a sensible and factual way; we don't ask or have to answer any personal questions.

3.06 Dealing with difficult and sensitive questions in PSHEe

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult or sensitive question that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Senior Leadership Team or/and Safeguarding Team.

The below points provide basic guidance to teachers:

- staff must be careful to ensure that their personal beliefs and attitudes do not influence the teaching and support of PSHEe. To this end ground rules have been agreed to provide a common values framework within which to teach and support.
- if a question is too personal, staff should remind the pupil of the ground rules and seek advice from senior staff;
- if a question is too explicit, feels too old for a pupil, is inappropriate for the class, or raises concerns about sexual abuse, staff should acknowledge it and attend to it later on an individual basis;
- if staff are concerned that a pupil is at risk of sexual abuse, they should follow the school's Child Protection procedures.
- there must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.
- staff should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- staff should not be drawn into providing more information than is appropriate to the age of the pupil.
- staff should listen to pupil but not lead or further question the pupil, in line with the school's child protection guidelines.
- if a member of staff is concerned that a pupil is at risk of harm this needs to be reported immediately to the Safeguarding Team and the usual child protection procedures followed.

3.07 Using Distancing techniques in PSHEe

Staff should make use of distancing techniques to avoid embarrassment and protect pupils' privacy. For example, discussions should be depersonalised, role play can be used to help pupils 'act out' situations and case studies and social stories can support the delivery of PSHEe.

3.08 Use of materials to teach PSHEe

Resources such as pictures, videos, stories and presentations will be assessed before use in order to protect pupils from inappropriate content and to ensure that they are appropriate for the age and maturity of pupils and sensitive to their needs.

Parents will be informed of the RSE curriculum and learning outcomes in advance and can request access to resources and information being used.

Parents should contact the school if they wish to discuss the curriculum or resources further.

4.0 ISSUES SPECIFICALLY RELATING TO RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships and Sex Education (RSE) Guidance from the DfE in 2000 provides the following definition: "It 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 also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

The new 2020 guidance states that Relationships and Sex Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. Relationships and Sex Education is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Riverside Bridge School is fully complying with the DfE recommendations for all primary and secondary schools to have a RSE programme, tailored to the age and the physical and emotional maturity of the pupils. As such we are referring to Relationships Education as Relationships and Sex Education (RSE).

Riverside Bridge School would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Riverside Bridge School also aims to raise pupils' self-esteem and confidence, trying to develop communication, independence and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media or online.

We teach pupils to be accepting and respectful of different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

We believe that RSE should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly.

RSE has three main elements:

- attitudes and values:
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas;
 - developing critical thinking as part of decision-making.
- personal and social skills:
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict;
 - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding:
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

4.01 Teaching and Learning of RSE

RSE at Riverside Bridge School will be delivered as part of the school's Growth Curriculum under the Development Areas of Personal Development and Healthy Living. The teaching of RSE will be carried out with sensitivity and in reference to the law.

Riverside Bridge School will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will consider the age, ability, readiness and cultural backgrounds of pupils to ensure that all our pupils receive an RSE programme of learning that is relevant and suitable to meet their needs.

RSE lessons will provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

4.02 What is covered in RSE?

In the new guidance, the DfE continues to recommend that all primary and secondary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of

the pupils. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Health Education includes a section for primary and secondary schools on puberty, the changing adolescent body, menstrual well-being and the menstrual cycle. Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Statutory RSE within Relationships and Sex Education

- for pupils aged 5-11 years old
 - Families and people who care for me
 - Caring Friendships
 - Respectful Relationships
 - Online Relationships
 - Being Safe
- for pupils aged 11-16 years old
 - Families
 - Respectful Relationships, including Friendships
 - Online and Media
 - Being Safe
 - Intimate and Sexual Relationships, including Sexual Health

Statutory RSE within the Science Curriculum:

- for pupils aged 5-7 years old
 - Identifying, naming, drawing and labelling the basic parts of the human body and saying which part of the body is associated with each sense.
 - Noticing that animals, including humans, have offspring which grow into adults.
 - Describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- for pupils aged 7-11 years
 - Describing the life process of reproduction in some plants and animals.
 - Describing the changes as humans develop to old age.
 - Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
 - Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- for pupils aged 11-14 years old
 - Reproduction → reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

- for pupils aged 14-16 years old
 - Health, disease and the development of medicines → the relationship between health and disease; communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.
 - Coordination and control → principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception; evolution, inheritance and variation; sex determination in humans.

Statutory Health Education, including elements of RSE:

- for pupils aged 5-16 years old
 - Mental Well-Being
 - Internet Safety and Harms
 - Physical Health and Fitness
 - Healthy Eating
 - Drug, Alcohol and Tobacco
 - Health and Prevention
 - Basic First Aid
 - The Changing Adolescent Body (Puberty)

RSE is included in our overall Growth and PSHEe curriculum (see Appendix 1) and organised as follows:

Personal Development	
How to be with others	<ul style="list-style-type: none"> ○ Accepts the presence of others in familiar environment ○ Engages in shared activity ○ Copes with proximity of others in public space
How to have relationships	<ul style="list-style-type: none"> ○ Engages positively with supporting adults ○ Accepts help from an adult ○ Accesses activities/situations with adult support ○ Seeks and support from adult
How to have maintain friendships	<ul style="list-style-type: none"> ○ Initiates interaction with peer(s) ○ Engages positively in interaction with peer(s) ○ Takes account of others' interests/needs/feelings within interactions ○ Takes actions to sustain positive relationship ○ Recognises negative or bullying behaviour towards self or others
How to be involved in group activities	<ul style="list-style-type: none"> ○ Attends to focus of group ○ Participates in group activity ○ Is aware of self as part of group ○ Understands and conforms to expectations of working in a group ○ Participates in group discussions
How to understand and express Own Emotions	

- Expresses a range of emotions
- Identifies own emotions
- Identifies cause of emotion

How to manage emotions and behaviour

- Responds to calming strategies of others
- Uses own strategies to manage stress
- Takes part in planning and preparing strategies to manage own emotions and behaviour
- Reflects on behaviour

How to understand others' emotions and intentions

- Recognises and responds to emotions in others
- Identifies cause of emotions in others
- Makes judgements relating to others' behaviour
- Identifies potential or actual risk within situations
- Is aware of difficulties with "reading" others' emotions/intentions

Engagement and Learning

Experiencing the Natural and Humanly Constructed World

How to be able to sequence the life cycle of a human being

How to describe personal physical changes since birth

Healthy Living

Relationships and Sex Education

How to identify personal characteristics

- Knows personal information
- Identifies physical characteristics
- Identifies body parts and function
- Identifies interests
- Recognises strengths

How to recognise and accept differences between people

- Recognises similarities and differences between self and others
- Accepts that there are a variety of different types of person
- Shows respect for others

How to understand and accepts changes that occur at puberty

- Identifies changes that occur at puberty
- Accepts that changes will occur to themselves
- Manages own self-care in relation to changes at puberty

How to understands personal space

- Maintains social distance appropriate to situation

How to distinguish between 'public' and 'private'

- Identifies situations that require privacy
- Identifies 'public' and 'private' places in context
- Identifies 'private' body parts
- Carries out 'private' behaviour in an appropriate place
- Differentiates between 'public' and 'private' conversational topics
- Allows others to have privacy
- Identifies 'private' situations that may be unsafe
- Identifies which type of personal information is appropriate to share in particular situations

How to understand different types of relationships

- Identifies relationship of self to others

- Identifies characteristics of friendships
- Identifies characteristics of 'girlfriend'/'boyfriend' relationships
- Understands and accepts that people may choose different types of relationships

How to use behaviour appropriate to relationship

- Uses behaviour appropriate to relationship
- Identifies behaviour that is ok / not ok in particular contexts / relationships

How to understand laws relating to consent in relationships

- Understands that romantic / sexual relationships are a two way partnership that require both parties to agree to them
- Understands that some behaviours within relationships require consent from both parties
- Understands laws relating to consent in relationships
- Understands that reaching a certain age does not dictate expected behaviour

How to keep safe within relationships

- Communicates 'No' assertively when uncomfortable within a situation
- Identifies appropriate / inappropriate touch
- Identifies characteristics of 'healthy' and 'unhealthy' relationships
- Knows that keeping secrets might not always be the right thing to do
- Knows to seek advice and support about any aspect of relationships they are unsure or unhappy about

How to know where to seek advice or help

- Identifies situations where they require advice or help
- Identifies trusted person to go to for advice and support
- Knows where to seek advice and support concerning sexual health

Creative and Sensory

How to express sensory likes/ dislikes

- Expresses likes/ dislikes of sensory experiences/ stimuli encountered by body language.
- Intentionally communicates likes/ dislikes of familiar sensory experiences/ stimuli.
- Communicates likes/ dislikes of new sensory experiences.
- Indicates "enough" or "finished" in response to a sensory experience.

How to understand own sensory needs

- Identifies own sensory needs.
- Communicates sensitivity to a feature of the environment.
- Expresses feelings in relation to sensory experiences.
- Identifies sensory experiences that cause them anxiety or discomfort.
- Identifies sensory experiences that are beneficial to them e.g. calming or alerting.
- Understands that differences in sensory processing are common in people on the autism spectrum.

How to respond to sensory adaptation to the environment

- Calms/ alerts/ regulates behaviour in response to environmental adaptation being made.
- Responds to sensory input from supporting adult
- Calms/ alerts/ regulates behaviour in response to physical contact (touch).
- Calms/ alerts/ regulates behaviour in response to movement input from adult (proprioceptive).

How to respond to input using sensory 'equipment'

- Calms/ alerts/ regulates behaviour in response to tactile item.
- Calms/ alerts/ regulates behaviour in response to visual input.
- Calms/ alerts/ regulates behaviour in response to vestibular (movement and balance) input.
- Calms/ alerts/ regulates behaviour in response to proprioceptive (positioning) input.
- How to Respond to regular sensory programmes
- Calms/ increases alertness in response to movement break.
- Calms/ increases alertness in response to sensory 'circuit'.

How to show increased tolerance of sensory input

- Shows increased tolerance of specified touch.
- Shows increased tolerance of specified visual input.
- Shows increased tolerance of movement.
- Shows increased awareness and control of their own body.

How to accept support to manage own behaviour in relation to sensory needs

- Responds to prompt to use equipment/ aid to alleviate sensory input.
- Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or the environment.
- Understands and observes 'time and place' rules in relation to specified sensory stimulation.

4.03 Implementation of RSE

It is important that we implement RSE consistently throughout the school and provide effective provision throughout classes. We encourage staff to provide learning experiences that are specific to the need of the pupils in their classes, and responsive to their pupils' behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable all our pupils to make informed decisions regarding relationships and sex. It is important that pupils know the difference between fact, opinion and belief.

The teaching of RSE curriculum will be delivered by class teachers as part of Healthy Living lessons. Individual learning objectives will be implemented to suit the ages, gender, abilities and needs of individual pupils.

The RSE curriculum is also supported by school events and assemblies.

The teaching of RSE will be guided by the following:

- Relationship and Sex Education will complement and support the role of parents and take into account their wishes so that sex education becomes a shared responsibility;
- the content will be presented in a sensitive, objective and balanced manner taking into account the age, maturity and needs of the pupils as well as their cultural background;
- the content will be planned and progressive;
- for pupils going through puberty there will also be an emphasis on coping with the changes which are taking place in their bodies.

4.04 Terminology within RSE

Pupils will be taught the anatomically correct names for body parts, but everyday words used in certain social circles will be discussed if they arise: this will inform a discussion about what is said and what is and isn't acceptable language.

4.05 RSE and Parents/Carers

The school expects parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters linked to PSHE.

Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Riverside Bridge School takes every opportunity to inform and involve parents/carers:

- by making our commitment clear in the school Curriculum Handbook and website; by inviting parents/carers to discuss personal development when their child enters the school;
- by inviting parents/carers to read the PSHE policy, including specific references to our additional Relationships and Sex Education (RSE) provision within PSHE. The School places the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents/carers, who we regularly keep informed about content of the sex education programme;
- by inviting parents/carers during coffee mornings, twilight training sessions and parents' meetings in the Autumn and Summer term to view curriculum resources and address any questions or issues they have in relation to the content of these additional lessons.
- by making parents/carers specifically aware of their right to request that their child be withdrawn from some or all of the sex education we deliver within RSE, as stated in section 4.06 below

4.06 Right to Withdrawal from RSE

The Department for Education recommends that primary schools can tailor their sex education programme to the age, and physical and emotional maturity of their pupils, and as such can choose to offer some lessons in addition to statutory content. Here at Riverside Bridge School, in order to deliver a curriculum that meets the needs and maturity of our pupils, we deliver lessons that sit mainly within the National Curriculum as part of statutory science i.e. human growth and reproduction, and within Statutory Health Education i.e. changes to the adolescent body, including puberty (see section 4.02).

Parents of primary age children will only be able to withdraw their children from Relationships and Sex Education lessons that sit outside statutory content. The school will inform parents/carers of this right by writing to parents/carers via letter before non-statutory content is being delivered.

For secondary age pupils, parents/carers have the right to withdraw their child from Sex Education within the topic entitled Intimate Sexual Relationships including Sexual Health. However parents do not have the right to withdraw their child from any of the sex education content that sits in the National Curriculum as part of statutory science or from any of the statutory Health or Relationships Education (see appendix 3)

Whilst parents have this right to withdraw their children from Sex Education, this is only up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Schools will continue to be required to publish policies on these subjects for parents/carers, and statutory guidance will continue to set out that schools should consult parents on those policies to ensure they are feeding in their views.

Any parent/carer wishing to withdraw their child from RSE should contact in writing the school and complete a "Request for Withdrawal from Sex Education Lessons" (see Appendix 2). The School will then arrange a meeting to discuss the concerns of parents/carers.

RSE is a vital part of the school curriculum and supports child development. So we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Parents or carers who have a complaint or concern regarding the RSE curriculum should contact the school and follow the school's complaints procedures.

5.0 SAFEGUARDING AND CONFIDENTIALITY in PSHEe

We provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home.

It may be the case that discussions within PSHEe, including issues related to what is acceptable and not acceptable in relationship, may lead to the disclosure of a child protection issue. If this is the case, staff should follow the school's Safeguarding and Child Protection policy & procedures.

Personal information about pupils who have approached a member of staff for discussion and disclosed sensitive information should not be shared with any other person.

Pupils with special educational needs are more vulnerable to exploitation and less able to protect themselves from harmful influences. Child Sexual Exploitation, or CSE, is a form of sexual abuse which sees children/young people being manipulated or coerced into sexual activity for receiving 'something' such as; gifts, money, food, attention, somewhere to stay etc. Technology is very often used to groom victims. This may occur through social networking sites and mobile phones with internet access. As pupils spend more and more time accessing internet enabled devices, emphasis at Riverside Bridge School is also placed on teaching pupils to recognise ways they could put themselves at risk through the use of technology and how to

stay safe while online. If staff have concerns regarding any of our pupils, they should seek support from the Safeguarding Team and follow the school's Safeguarding and Child Protection Policy & Procedures.

Confidentiality for children and young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses sensitive information which the child asks not to be passed on. All staff have the duty to fulfil their professional responsibilities in relation to:

- child protection. (It is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed to the Safeguarding Team.
- co-operating with a police investigation.
- referral to external services.

The following curriculum area informs pupils about personal safeguarding issues:

Independence and Community Participation
Keeping safe in the community
<p>How to show awareness of potential 'safe'/ 'unsafe' places in the community.</p> <p>How to recognise potentially unsafe situations and takes appropriate action.</p> <p>How to keep belongings/ personal information safe when out in the community.</p> <p>How to be aware of potential 'stranger danger' and knows how to respond.</p> <p>How to make informed judgement about giving out personal information.</p> <p>How to understand and applies the need for self and others to have privacy in some community settings.</p> <p>How to maintain social distance appropriate to the community situation.</p> <p>How to recognise that others' proposals/ suggestions may pose a risk.</p> <p>How to choose to say 'No' to risks or suggestions proposed by others.</p>
Knowing how to get help in the community
<p>How to identify potential 'safe' person to ask for help if needed.</p> <p>How to use mobile phone to get help as needed.</p> <p>How to identify services who help keep us safe.</p> <p>How to know how and when to contact emergency services.</p>
Keeping safe on-line (e-safety)
<p>How to make connections between control devices and information on screen (i.e pressing a specific graphic on a touch screen)</p> <p>How to use a touch screen</p> <p>How to use a keyboard</p> <p>How to use a mouse</p> <p>How to understand that information can be stored on a computer</p> <p>How to respond to simple instructions to control a device</p> <p>How to use ICT to communicate meaning and express ideas in a variety of contexts</p> <p>How to use ICT to communicate and present their ideas</p> <p>How to load a resource and make choice from it</p> <p>How to keep personal information safe when using social media / gaming</p> <p>How to use privacy settings when using social media</p> <p>How to understand consequences of sharing information on social media</p> <p>How to make decisions about 'friend' requests on social media</p> <p>How to know to inform adult if an online acquaintance asks to meet</p> <p>How to apply safety rules when receiving emails from unknown sender</p>

How to appraise authenticity of websites
 How to check with an adult before making online purchase
 How to observe age rating guidance when choosing games / films for own use
 How to inform adult of anything they encounter online that makes them feel uncomfortable
 How to know how to block or report people or content
 How to understand consequences of own actions when using social media or the Internet

6.0 ROLES AND RESPONSIBILITIES WITHIN PSHEe

6.01 Governors and Senior Leaders will:

- develop this school policy and review it at least every three years;
- ensure that all staff are given regular and ongoing training on issues relating to PSHEe;
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHEe;
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHEe to pupils;
- ensure that PSHEe is age-relevant and appropriate across all year groups;
- support parental involvement in the development of the PSHEe curriculum;
- ensure that their personal beliefs and attitudes will not prevent them from providing a balanced PSHEe in school;
- communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHEe, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

6.02 All staff will:

- keep up to date with school policy and curriculum requirements regarding PSHEe;
- attend and engage in professional development training around PSHEe provision;
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them as necessary;
- provide regular feedback to their line managers on their experience of teaching and supporting the delivery of PSHEe and pupil response;
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHEe in school;
- tailor their teaching and support to suit pupils in their class, across the whole range of abilities
- establish ground rules with their pupils;
- know how to deal with unexpected questions or comments and concerns of sexual abuse and bullying;
- use distancing techniques;
- encourage reflection.

7.0 MONITORING AND EVALUATION OF THIS PSHEe POLICY

Our aim is to provide PSHEe that is relevant and tailored to meet the individual needs of our pupils, depending on their age and stage of personal development.

Provision in respect of promoting PSHEe is reviewed regularly as part of the curriculum monitoring and evaluation cycle.

This will be achieved by:

- monitoring of planning, and teaching and learning by the Senior Leadership Team;
- regular discussions at staff and governors' meetings;
- audit of the policies around the curriculum content and delivery;
- review of the delivery and impact of the Growth curriculum;
- sharing of classroom work and practice;
- scrutiny of pupils' work.
- feedback from pupils; parents; and staff.

Appendix 1

PSHEe and RSE Curriculum – Roots Pathway

Understanding the Individual
Communication & Interaction
2. Making Requests
2.2 Refuses an item/ activity/ interaction
(RS) Communicates refusal using behaviour, gesture, facial expression, vocalisation.
2.3 Makes request for interaction to continue or stop
(RS) Communicates for adult to continue or stop interaction using behaviour, gesture, facial expression, vocalisation.
2.4 Requests help
(RS) Requests help by 'taking' adult to object or place where help is required.
(RS) Looks at item and back at person to ask for help.
(RS) Touches item to ask for help.
(RS) Points at item or its visual representation to ask for help.
(RS) Communicates request for help using behaviour, gesture, facial expression, vocalisation.
7. Self-awareness
7.1 Identifies own characteristics
(RS) Identifies features of own physical appearance.
8. Developing Confidence and Self-Esteem
8.1 Expresses preferences
(RS) Recognises own preferences.
(RS) Expresses preferences.
(RS) Expresses why they like some things more than others.

Learning & Development
Engagement & Learning
5. Exploring and Understanding the World
5.2 Geographical Awareness B
(RS) Is aware of their role in caring for their own environment (i.e. watering plants in their classroom, picking up litter).
Healthy Living
2. Personal Care
2.4 Maintains good bodily hygiene
(RS) Takes regular baths/ showers.
(RS) Cleans teeth effectively.
3. Relationships and Sex Education
3.1 Identifies personal characteristics
(RS) Knows personal information.
(RS) Identifies physical characteristics.

Enabling Environments
Independence & Community Participation
2. Personal Safety
2.1 Keeps safe in the home
(RS) Follows 'rules' for keeping safe in the home.
2.2 Keeps safe at school
(RS) Follows procedures for keeping safe at school.
Creative and Sensory
1. Understanding and Expressing Own Sensory Needs
1.1 Expresses sensory likes/ dislikes
(RS) Expresses likes/ dislikes of sensory experiences/ stimuli encountered by body language.
(RS) Intentionally communicates likes/ dislikes of familiar sensory experiences/ stimuli.
(RS) Communicates likes/ dislikes of new sensory experiences.
(RS) Indicates "more" or "again" in relation to a sensory experience.
(RS) Indicates "enough" or "finished" in response to a sensory experience.
(RS) Selects preferred sensory items from a range presented.
1.2 Understands own sensory needs
(RS) Expresses feelings in relation to sensory experiences.
2. Responding to Sensory Interventions
2.1 Responds to sensory adaptation to the environment
(RS) Calms/ alerts/ regulates behaviour in response to environmental adaptation being made.
2.2 Responds to sensory input from supporting adult
(RS) Calms/ alerts/ regulates behaviour in response to physical contact (touch).
(RS) Calms/ alerts/ regulates behaviour in response to adult's voice (sound).
(RS) Calms/ alerts/ regulates behaviour in response to movement input from adult (proprioceptive).
2.3 Responds to input using sensory 'equipment'
(RS) Calms/ alerts/ regulates behaviour in response to tactile item.
(RS) Calms/ alerts/ regulates behaviour in response to auditory (sound) input.
(RS) Calms/ alerts/ regulates behaviour in response to olfactory input (smell).
(RS) Calms/ alerts/ regulates behaviour in response to visual input.
(RS) Calms/ alerts/ regulates behaviour in response to gustatory (taste) input.
(RS) Calms/ alerts/ regulates behaviour in response to vestibular (movement and balance) input.
(RS) Calms/ alerts/ regulates behaviour in response to proprioceptive (positioning) input.
2.4 Responds to regular sensory programmes
(RS) Calms/ increases alertness in response to movement break.
(RS) Calms/ increases alertness in response to sensory 'circuit'.
3. Increasing Tolerance of Sensory Input
3.1 Shows increased tolerance of sensory input
(RS) Shows increased tolerance of specified touch.
(RS) Shows increased tolerance of specified sounds/ noise.
(RS) Shows increased tolerance of specified visual input.
(RS) Shows increased tolerance of specified smells.
(RS) Shows increased tolerance of specified tastes.
(RS) Shows increased tolerance of movement.
(RS) Shows increased awareness and control of their own body.
4. Managing Own Sensory Needs
4.1 Accepts support to manage own behaviour in relation to sensory needs
(RS) Responds to prompt to use equipment/ aid to alleviate sensory input.

Positive & Effective Relationships
Personal Development
1. Being With Others
1.1 Accepts the presence of others in familiar environment
(RS) Shows awareness of the presence of others.
(RS) Accepts others in same space/ area.
(RS) Uses resources in same area as others.
(RS) Accepts others having access to same resources.
(RS) Shows enjoyment of being alongside others (not necessarily engaged in same activity).
1.2 Engages in shared activity
(RS) Takes turns with shared resources.
(RS) Shows interest in what others are doing.
(RS) Maintains interest in same activity as another.
(RS) Actively seeks out another to share activity.
1.3 Copes with proximity of others in public space
(RS) Accepts the presence of others in a public space - within learning setting (shared space).
3. Positive Relationships (with supporting adults)
3.1 Engages positively with supporting adult
(RS) Responds positively to adult's attempt to engage.
(RS) Initiates interaction about interests/ experiences with an adult.
(RS) Shows interest in activity introduced by an adult.
(RS) Responds positively to praise from an adult.
(RS) Accepts help, support or reassurance from trusted adult when offered.
(RS) Communicates need for adult to help or support within an activity.
(RS) Accepts support from trusted adult to regulate behaviour.
3.2 Accepts help from an adult
(RS) Accepts help, support or reassurance from trusted adult when offered.
(RS) Communicates need for adult to help or support within an activity.
(BH) Responds to adult's suggestion to tackle a task differently.
(RS) Accepts support from trusted adult to regulate behaviour.
(LF) Works through possible explanations of situations/ behaviour of others with a trusted adult.
3.3 Accesses activities/ situations with adult support
(RS) Accesses everyday activities/ situations with full support from familiar adult.
(RS) Accesses everyday activities/ situations with reduced support from familiar adult.
(RS) Accesses new activities/ situations with full support from familiar adult.
(RS) Accesses new activities/ situations with reduced support from familiar adult.
4. Friendships (with peers)
4.1 Initiates interaction with peer(s)
(RS) Joins others already involved in activity/ play.
(RS) Asks to join others already involved in activity/ play.
4.2 Engages positively in interaction with peer/ s
(RS) Responds to peer who initiates interaction.
(RS) Shares leisure activity alongside a peer.
(RS) Shares leisure activity with a peer.
(RS) Shares items or equipment with others.
5. Group Activities
5.1 Attends to focus of group
(RS) Demonstrates interest in activity of group from a distance.
(RS) Attends to focus of group activity (adult-led).
(RS) Attends to peer who is focus of structured activity.
(RS) Maintains attention within group for specified period.
5.2 Participates in group activity
(RS) Joins structured group activity for a short period.
(RS) Passes/ receives object from another within group activity.
(RS) Carries out requested action in group.
(RS) Takes turn within structured group activity.
5.4 Understands and conforms to expectations of working in a group
(RS) Sits in allocated place within group.
(RS) Remains seated within group for specified time.
5.5 Participates in group discussion
(RS) Presents work to familiar group.
(RS) Participates in role play in familiar context.
8. Understanding and Expressing Own Emotions
8.1 Expresses a range of emotions
(RS) Intentionally communicates their emotions to others.
9. Managing Emotions and Behaviour
9.1 Responds to calming strategies of others
(RS) Accepts and responds positively to calming/ comforting strategies of others.
(RS) Seeks comfort from others when distressed or anxious.
10. Understanding Others' Emotions and Intentions
10.1 Recognises and responds to emotions in others
(RS) Recognises emotions in others in teaching materials.
(RS) Recognises emotions in others in real situations.
(RS) Relates non-verbal communication to the expression of emotions (body language, facial expression, voice).
(RS) Takes appropriate action in response to emotions in others.
(RS) Demonstrates understanding of the emotions of others in how they try to resolve conflict or negotiate.
10.3 Makes judgements relating to others' behaviour
(RS) Seeks help when feels threatened by behaviour of others.

PSHEe and RSE Curriculum – Branch Pathway

Understanding the Individual
Communication & Interaction
2. Making Requests
2.2 Refuses an item/ activity/ interaction
(BH) Communicates refusal using sign or visual system (photo, picture, symbol).
(BH) Communicates refusal using learned phrase.
(BH) Communicates refusal using spontaneous speech.
2.3 Makes request for interaction to continue or stop
(BH) Communicates for adult to continue interaction or stop using sign or visual system (photo, picture, symbol).
(BH) Communicates for adult to continue or stop interaction using learned phrase.
(BH) Communicates for adult to continue interaction using spontaneous speech.
2.4 Requests help
(BH) Communicates request for help using sign or visual system (photo, picture, symbol).
(BH) Communicates request for help using learned phrase.
(BH) Communicates request for help using spontaneous speech.
3. Communicating Information
3.3 Expresses opinions/ thoughts/ feelings
(BH) Volunteers information about what they are thinking/ feeling.
(BH) Gives opinions about a topic/ event.
(BH) Gives reasons for opinions.
7. Self-awareness
7.1 Identifies own characteristics
(BH) Identifies preferences in relation to own appearance.
(BH) Identifies physical similarities and differences between self and others.
8. Developing Confidence and Self-Esteem
8.1 Expresses preferences
(BH) Shares interests with others.
8.2 Expresses opinions/ ideas
(BH) Expresses opinions/ ideas with adult.

Learning & Development
Engagement & Learning
5. Exploring and Understanding the World
5.2 Geographical Awareness B
(BH) Knows how to recycle cans, bottles, paper and plastic.
Healthy Living
3. Relationships and Sex Education
3.1 Identifies personal characteristics
(BH) Identifies body parts and function.
(BH) Identifies interests.
3.2 Recognises and accepts differences between people
(BH) Recognises similarities and differences between self and others.
(BH) Shows respect for others.
3.5 Distinguishes between 'public' and 'private'
(BH) Identifies 'public' and 'private' places in context.
(BH) Identifies 'private' body parts.
3.6 Understands different types of relationships
(BH) Identifies relationship of self to others.
(BH) Identifies characteristics of friendships.
3.9 Keeps safe within relationships
(BH) Identifies appropriate/ inappropriate touch.

Enabling Environments
Creative and Sensory
1. Understanding and Expressing Own Sensory Needs
1.2 Understands own sensory needs
(BH) Communicates sensitivity to a feature of the environment.
4. Managing Own Sensory Needs
4.1 Accepts support to manage own behaviour in relation to sensory needs
(BH) Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self.

Positive & Effective Relationships
Personal Development
1. Being With Others
1.2 Engages in shared activity
(BH) Initiates showing others what they are doing/ have done.
1.3 Copes with proximity of others in public space
(BH) Accepts the presence of others in a public space - community.
3. Positive Relationships (with supporting adults)
3.1 Engages positively with supporting adult
(BH) Responds to adult's suggestion to tackle a task differently.
3.2 Accepts help from an adult
(BH) Responds to adult's suggestion to tackle a task differently.
3.4 Seeks advice and support from adult
(BH) Seeks support from adult to regulate behaviour.
4. Friendships (with peers)
4.1 Initiates interaction with peer(s)
(BH) Uses greeting behaviour with peers appropriate to situation/ relationship.
(BH) Invites another to join in an activity.
(BH) Greets peer by name.
4.2 Engages positively in interaction with peer/ s
(BH) Accepts help from peer.
(BH) Offers help to a peer.
(BH) Compliments a peer spontaneously.
(BH) Accepts praise/ compliment from a peer.
4.3 Takes account of others' interests/ needs/ feelings within interactions
(BH) Accepts change of conversational topic.
(BH) Stays engaged with activity/ conversation when on another's agenda/ topic.
(BH) Accepts if peer declines, rejects interaction or terminates the interaction.
(BH) Accepts that people may have more than one friend.
4.4 Takes action to sustain positive relationship
(BH) Recognises when own behaviour has offended or hurt another.
(BH) Adapts behaviour according to familiarity of peer.
(BH) Apologises/ repairs the interaction if own behaviour offends or hurts another.
4.5 Recognises negative or bullying behaviour towards self or others
(BH) Knows how to respond when others show hurtful, inappropriate or bullying behaviour.
5. Group Activities
5.1 Attends to focus of group
(BH) Shifts attention to relevant focus within group.
5.2 Participates in group activity
(BH) Chooses 'partner' for an activity or who should have the next turn.
5.3 Is aware of self as part of group
(BH) Identifies group/ groups they belong to.
(BH) Identifies other members of group by name.
(BH) Responds to information or instructions directed to the group.
5.4 Understands and conforms to expectations of working in a group
(BH) Accepts not being first, winning, being chosen etc.
(BH) Recognises when they have got something wrong and accepts correction.
5.5 Participates in group discussion
(BH) Communicates confidently within small group.
8. Understanding and Expressing Own Emotions
8.1 Expresses a range of emotions
(BH) Expresses emotions in keeping with the situation.
(BH) Expresses emotions in proportion to the situation.
8.2 Identifies own emotions
(BH) Identifies simple emotions in relation to self e.g. sad/ happy, angry/ afraid.
(BH) Identifies physical feelings related to emotions.
8.3 Identifies cause of emotion
(BH) Makes connection between an emotion and what has caused it.
(BH) Knows what usually/ typically makes them feel positive emotions.
(BH) Knows what usually/ typically makes them feel negative emotions.
9. Managing Emotions and Behaviour
9.2 Uses own strategies to manage stress
(BH) Is able to comfort self/ self-soothe when experiencing mild distress.
(BH) Uses own strategies to self-regulate/ distract self.
9.4 Uses taught strategies to manage emotions and behaviour
(BH) Uses planned/ taught/ agreed strategies to self-regulate.
(BH) Seeks out help to regulate behaviour/ emotions.
(BH) Knows when ready to re-join activity and acts accordingly.
10. Understanding Others' Emotions and Intentions
10.2 Identifies cause of emotions in others
(BH) Suggests reason for an emotion using situational cues within teaching materials.
(LF) Identifies cause of emotion in others in real situations.
(LF) Identifies possible cause of another's emotions towards themselves.
10.3 Makes judgements relating to others' behaviour
(BH) Differentiates between friendly and unfriendly behaviour in others.
(BH) Knows ways to get help when threatened by behaviour of others.

Understanding the Individual
Communication & Interaction
2. Making Requests
3. Communicating Information
3.3 Expresses opinions/ thoughts/ feelings
(LF) Accepts that others may agree/ disagree with opinions.
7. Self-awareness
7.1 Identifies own characteristics
(LF) Identifies features of own personality.
(LF) Identifies similarities and differences in character/ personality between self and others.
(LF) Has a sense of belonging to different groups.
7.5 Is aware of change in relation to self
(LF) Identifies ways they have changed and ways they have stayed the same over time.
(LF) Identifies how they might change in the future.
(LF) Identifies when their feelings/ behaviour are different from their 'normal'.
(LF) Seeks help in relation to changes in feelings/ behaviour.
8. Developing Confidence and Self-Esteem
8.2 Expresses opinions/ ideas
(LF) Expresses opinions/ ideas with peer.
(LF) Expresses opinions/ ideas in small group.
(LF) Expresses opinions/ ideas in large group/ meeting.
(LF) Maintains reasonable personal viewpoint after considering others' opinions.
(LF) Asserts self in a non-aggressive way.
(LF) Disagrees with someone without becoming personal or confrontational.
(LF) Understands that expressing some views may offend others.
(LF) Understands legal implications of holding and expressing certain views.
8.4 Responds to negative behaviour
(LF) Is confident in saying No in situations that may pose a risk.
(LF) Seeks help in situations that may pose risk.

Learning & Development
Engagement & Learning
5. Exploring and Understanding the World
5.1 Experiencing the Natural and Humanly Constructed World A
(LF) Is able to sequence the life cycle of a human being.
(LF) Describes personal physical changes since birth.
Healthy Living
2. Personal Care
1.10 Understands the law in relation to drugs, alcohol and smoking
(LF) Identifies illegal drugs.
(LF) Understands the consequences of possessing or taking illegal drugs.
(LF) Knows the age limits in relation to smoking and alcohol.
2.4 Maintains good bodily hygiene
(LF) Identifies reasons for good personal hygiene.
(LF) Recognises good/ bad hygiene in relation to self.
(LF) Washes self effectively.
(LF) Washes hair regularly.
(LF) Uses appropriate hygiene products.
(LF) Manages menstruation effectively.
(LF) Recognises when clothes need washing/ changing.
3. Relationships and Sex Education
3.1 Identifies personal characteristics
(LF) Recognises strengths.
3.2 Recognises and accepts differences between people
(LF) Accepts that there are a variety of different types of person.
3.3 Understands and accepts changes that occur at puberty
(LF) Identifies changes that occur at puberty.
(LF) Accepts that changes will occur to themselves.
(LF) Manages own self-care in relation to changes at puberty.
3.4 Understands personal space
(LF) Maintains social distance appropriate to situation.
3.5 Distinguishes between 'public' and 'private'
(LF) Identifies situations that require privacy.
(LF) Carries out 'private' behaviour in an appropriate place.
(LF) Differentiates between 'public' and 'private' conversational topics.
(LF) Allows others to have privacy.
(LF) Identifies 'private' situations that may be unsafe.
(LF) Identifies which type of personal information is appropriate to share in particular situations.
3.6 Understands different types of relationships
(LF) Identifies characteristics of 'girlfriend'/ 'boyfriend' relationships.
(LF) Understands and accepts that people may choose different types of relationships.
3.7 Uses behaviour appropriate to relationship
(LF) Uses behaviour appropriate to relationship.
(LF) Identifies behaviour that is ok/ not ok in particular contexts/ relationships.
3.8 Understands laws relating to consent in relationships
(LF) Understands that romantic/ sexual relationships are a two way partnership that require both parties to
(LF) Understands that some behaviours within relationships require consent from both parties.
(LF) Understands laws relating to consent in relationships.
(LF) Understands that reaching a certain age does not dictate expected behaviour.
3.9 Keeps safe within relationships
(LF) Communicates 'No' assertively when uncomfortable within a situation.
(LF) Identifies characteristics of 'healthy' and 'unhealthy' relationships.
(LF) Knows that keeping secrets might not always be the right thing to do.
(LF) Knows to seek advice and support about any aspect of relationships they are unsure or unhappy about.
3.10 Knows where to seek advice or help
(LF) Identifies situations where they require advice or help.
(LF) Identifies trusted person to go to for advice and support.
(LF) Knows where to seek advice and support concerning sexual health.

Enabling Environments
Independence & Community Participation
1. Independent Living
1.14 Manages own money
(LF) Identifies sources of income.
(LF) Identifies expenditure within a given period.
(LF) Plans budget according to income and expenditure.
(LF) Understands purpose of saving money.
(LF) Knows about different ways of saving money.
(LF) Understands the function of a bank account.
(LF) Knows about different types of bank account.
(LF) Knows how to use credit/ debit cards.
(LF) Knows where to seek advice about money matters.
2. Personal Safety
2.1 Keeps safe in the home
(LF) Knows how to get help in an emergency at home.
(LF) Takes responsibility for keeping home secure e.g. locking front door.
2.2 Keeps safe at school
(LF) Recognises that others' proposals/ suggestions may pose a risk.
(LF) Chooses to say 'No' to risks or suggestions proposed by others.
(LF) Knows how to get help in situations that are potentially unsafe at school.
2.3 Keeps safe when out in the community
(LF) Shows awareness of potential 'safe'/'unsafe' places in the community.
(LF) Recognises potentially unsafe situations and takes appropriate action.
(LF) Keeps belongings/ personal information safe when out in the community.
(LF) Is aware of potential 'stranger danger' and knows how to respond.
(LF) Makes informed judgement about giving out personal information.
(LF) Understands and applies the need for self and others to have privacy in some community settings.
(LF) Maintains social distance appropriate to the community situation.
(LF) Recognises that others' proposals/ suggestions may pose a risk.
(LF) Chooses to say 'No' to risks or suggestions proposed by others.
2.4 Knows how to get help in the community
(LF) Identifies potential 'safe' person to ask for help if needed.
(LF) Can use mobile phone to get help as needed.
(LF) Identifies services who help keep us safe.
(LF) Knows how and when to contact emergency services.
2.5 Keeps safe on-line (e-safety) B
(LF) Keeps personal information safe when using social media/ gaming.
(LF) Uses privacy settings when using social media.
(LF) Understands consequences of sharing information on social media.
(LF) Makes decisions about 'friend' requests on social media.
(LF) Knows to inform adult if an online acquaintance asks to meet.
(LF) Applies safety rules when receives emails from unknown sender.
(LF) Appraises authenticity of websites.
(LF) Checks with an adult before making online purchase.
(LF) Observes age rating guidance when choosing games/ films for own use.
(LF) Informs adult of anything they encounter online that makes them feel uncomfortable.
(LF) Knows how to block or report people or content.
(LF) Understands consequences of own actions when using social media or the Internet.
Creative and Sensory
1. Understanding and Expressing Own Sensory Needs
1.2 Understands own sensory needs
(LF) Identifies own sensory needs.
(LF) Identifies sensory experiences that cause them anxiety or discomfort.
(LF) Identifies sensory experiences that are beneficial to them e.g. calming or alerting.
(LF) Understands that differences in sensory processing are common in people on the autism spectrum.
4. Managing Own Sensory Needs
4.1 Accepts support to manage own behaviour in relation to sensory needs
(LF) Understands and observes 'time and place' rules in relation to specified sensory stimulation.

Positive & Effective Relationships
Personal Development
1. Being With Others
1.3 Copes with proximity of others in public space
(LF) Uses agreed strategies to manage potential overload in a public space.
3. Positive Relationships (with supporting adults)
3.1 Engages positively with supporting adult
(LF) Works through possible explanations of situations/ behaviour of others with a trusted adult.
3.2 Accepts help from an adult
(LF) Works through possible explanations of situations/ behaviour of others with a trusted adult.
3.4 Seeks advice and support from adult
(LF) Shares concerns/ problems with a trusted adult.
(LF) Seeks advice from adult on social behaviour in specific situations.
(LF) Shows understanding of outcomes of different behaviour in social situations.
(LF) Reflects on situations/ behaviour with support from adult.
4. Friendships (with peers)
4.1 Initiates interaction with peer(s)
(LF) Uses shared interest as point of contact with a peer.
4.2 Engages positively in interaction with peer/ s
(LF) Shares humour/ joke with a peer.
(LF) Asks permission to look at/ handle another's belongings.
(LF) Recognises what makes a 'good' friend.
4.3 Takes account of others' interests/ needs/ feelings within interactions
(LF) Accommodates others' interests/ ideas within a conversation/ activity.
(LF) Asks rather than tells when planning what they are going to do.
(LF) Accepts that peers may vary who they play/ spend time with.
(LF) Negotiates change of activity.
4.4 Takes action to sustain positive relationship
(LF) Adapts behaviour to sustain positive relationship.
(LF) Seeks help/ advice on friendships/ relationships.
(LF) Recognises when Support is required.
5. Group Activities
5.2 Participates in group activity
(LF) Recalls responses of others in group.
5.4 Understands and conforms to expectations of working in a group
(LF) Co-operates within group or 'team' activity.
(LF) Collaborates with peers to complete a task.
(LF) Follows clearly defined group rules.
(LF) Asks for help within a group activity.
5.5 Participates in group discussion
(LF) Communicates confidently within large group.
(LF) Contributes to small group discussion/ debate about a given topic.

8. Understanding and Expressing Own Emotions
8.1 Expresses a range of emotions
(LF) Adapts expression of emotions to suit situation/ audience.
8.2 Identifies own emotions
(LF) Identifies more complex emotions in relation to self.
(LF) Identifies degrees of feelings within an emotion.
8.3 Identifies cause of emotion
(LF) Predicts likely emotional responses to a given situation.
(LF) Reflects on previous experiences of emotions and can identify emotions linked to situations/ events.
(LF) Knows that emotions can be linked to physical/ hormonal changes.
(LF) Recognises when their emotional state is changing.
9. Managing Emotions and Behaviour
9.2 Uses own strategies to manage stress
(LF) Refrains from unhelpful or damaging ways of managing stress.
9.3 Takes part in planning and preparing strategies to manage own emotions and behaviour
(LF) Participates in identifying strategies to help self-regulate.
(LF) Participates in adapting environment/ taking preventative action to help themselves self-regulate.
(LF) Practices self-regulation strategies during calm periods.
(LF) Understands the benefits of strategies for reducing stress and anxiety in a preventative way.
(LF) Understands that different strategies help if applied to different emotions/ situations.
9.4 Uses taught strategies to manage emotions and behaviour
(LF) Uses different self-regulation strategies according to context/ venue.
(LF) Identifies stress signals and uses planned strategies.
(LF) Recognises the need to modify their behaviour in response to other people's reactions.
9.5 Reflects on behaviour
(LF) Reflects on own behaviour.
(LF) Links behaviour to thoughts and feelings in self and others.
(LF) Recognises that behaviour choices can have good/ bad consequences.
(LF) Recognises how their behaviour can affect others.
(LF) Evaluates effectiveness of self-regulation strategies.
10. Understanding Others' Emotions and Intentions
10.2 Identifies cause of emotions in others
(LF) Identifies cause of emotion in others in real situations.
(LF) Identifies possible cause of another's emotions towards themselves.
10.3 Makes judgements relating to others' behaviour
(LF) Identifies different forms of bullying.
10.4 Identifies potential or actual risk within situations
(LF) Identifies risks involved in particular situations.
(LF) Takes action to avoid putting self in vulnerable situation.
(LF) Identifies situations where they should resist pressure from others.
(LF) Knows how to seek help and advice when unsure of how to respond to pressure from others.
10.5 Is aware of difficulties with 'reading' others' emotions/ intentions
(LF) Tells others that 'reading' others' emotions or thoughts can be difficult.
(LF) Asks others to clarify/ explain their emotions/ intentions.

Request for Withdrawal from Non-Statutory Sex Education Lessons

Pupil's Details

Surname		First Name	
Date of Birth		Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Pathway		Class	

Reasons for withdrawing your child from non-statutory Sex Education within RSE

Any other information you would like the school to consider.

Parents/Carers' Signature		Date	
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Agreed actions from meeting with parents/carers (to be completed by the school)

Appendix 3

Within the Statutory guidance for RSE, the specific sex education topic within the RSE curriculum is entitled 'Intimate and Sexual Relationships, including Sexual Health' and whilst parents could withdraw from any lessons within this content, there are some overlaps with some of the statutory content in health education and science.

Here is the statutory guidance and the specific Sex Education theme within the RSE for Secondary schools:

Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.• 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 wellbeing.• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.• that they have a choice to delay sex or to enjoy intimacy without sex.• the facts about the full range of contraceptive choices, efficacy and options available.• the facts around pregnancy including miscarriage.• 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).• 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.• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.• how the use of alcohol and drugs can lead to risky sexual behaviour.• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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The following areas have been suggested as the areas within a secondary PSHE/RSE curriculum which parents CAN withdraw from.

KS3 RSE – Contraception

- about the purpose, importance and different forms of contraception; how and where to access contraception and advice
- be able to name the most common forms of barrier and hormonal contraception methods
- **have an understanding of where to access contraception and advice around it**

PLEASE NOTE - All this content in the above 3 bullet points is covered in Statutory Science at KS4, so at that point parents cannot withdraw from this content.

KS3 – Intimate relationships and contraception

- to gauge readiness for sexual intimacy
- That intimate relationships should be pleasurable

- that everyone has the choice to delay sex, or to enjoy intimacy without sex
- the communication and negotiation skills necessary for contraceptive use in healthy relationships
- to manage the influence of drugs and alcohol on decision-making within relationships and social situations
- the risks related to unprotected sex
- the consequences of unintended pregnancy, sources of support and the options available
- understand that people have choices regarding readiness for sexual activity, delaying sex or enjoying intimacy without sex
- have some knowledge about the most common STIs including how they are spread through sexual activity and that barrier contraceptive methods offer some protection
- list sources of support in the event of unintended pregnancy
- **that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)**

PLEASE NOTE - This last bullet point is covered in the science Curriculum in KS4, which parents cannot withdraw from.

KS4 Diverse Relationships and Contraception

- the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- the different types of intimacy - including online – and their potential emotional and physical consequences (both positive and negative)
- the role of pleasure in intimate relationships, including orgasms
- be confident in their skills to assess their readiness for sexual activity
- understand different types of intimacy and the role of pleasure in intimate relationships

KS4 Sexual health, fertility and pregnancy choices

- The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
- About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice
- about the current legal position on abortion and the range of beliefs and opinions about it
- About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
- recognise how someone may respond to an unintended pregnancy and be aware of the options available and where to access accurate, impartial advice
- know about the choices and support available for an unplanned pregnancy
- be aware of the legal position on abortion and understand the different beliefs and opinions about it
- understand that miscarriages are possible and support is available for people who aren't able to conceive or maintain a pregnancy