

TRINITY SCHOOL



PSHE/RSE Policy Subject to consultation & approval by Governors

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Signed: _____ (Chair of Governors)

Author:

PSHE and RSE (Relationship and Sex Education) Policy

This Policy is intended to ensure that the Governors' Vision and Aims are delivered, as set out below:

Trinity School Vision

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

Purpose

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) 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 PSHE and RSE policy is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE as part of the PSHE curriculum 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.

Scope

Trinity School caters for SEND pupils from 3-19 and therefore has students in Primary, Secondary and the FEC. RSE is not compulsory in primary schools. In the Secondary phase (Year 7 onwards) Relationship and Sex Education is compulsory. At Trinity we teach not only the elements of sex education contained in the science curriculum but also RSE as part of the PHSE Curriculum.

Guiding Principles/Ethos

As a maintained special school, we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

As a school, we are also required to comply with relevant requirements of the Equality Act 2010 which states under section 2.21, that schools have a duty to deliver key areas of the curriculum such as religious education or sex and relationship education. We also recognise our responsibility to be fully inclusive and non-discriminatory in the delivery of our PSHE and RSE curriculum.

At Trinity, we uphold the following statements regarding the teaching of PSHE and RSE:

- That it is a partnership between home and school
- Is relevant and personalised to students at each stage of 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
- Helps students understand on and offline safety, consent, violence and exploitation
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age
- Uses active learning methods and is planned, assessed and evaluated
- It teaches students 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
- That it promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

Aims

All students are entitled to a broad, balanced and relevant curriculum that meets their individual learning needs and promotes their spiritual, moral, cultural, mental and physical development. The teaching of RSE as part of the PSHE programme of study, should enhance learning by offering opportunities to improve students' knowledge and understanding of different types of relationships, their own emotions and prepare them for the opportunities, responsibilities and the experiences of later life. We also recognise the importance of a preventative and reactive PSHE curriculum that helps support and safeguard our pupils.

The aim of relationship and sex education (RSE) as part of the PSHE programme of study is to:

- Provide pupils with the knowledge and skills to develop positive, safe and meaningful relationships
- Enable pupils to develop skills and knowledge to support them in living safeguarded lives.
- Develop respectful attitudes and values
- Teach pupils self-advocacy skills including consent
- Develop pupils' understanding of their own bodies and prepare them for puberty and adulthood
- Teach pupils the correct vocabulary to describe themselves and their body
- Develop pupils' understanding of the different types of relationships and the benefit of stable relationships.
- Provide pupils with necessary and accurate information to help them make informed, positive decisions with regards to their own bodies and relationships
- Develop and raise self esteem
- Develop understanding of where and how to ask for help
- Develop confidence and resilience
- Develop understanding of their own rights and the law in relation to RSE

It is not the aim of RSE to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation/gender identity
- promote personal viewpoints or beliefs

The aims of PSHE is to:

- Develop knowledge and understanding of the social skills and aspects of living in a wider society
- Develop knowledge, skills and understanding around health and wellbeing
- Develop confidence, self-esteem, and emotional resilience
- Develop awareness and understanding of feelings and emotions
- Develop respect and tolerance
- Develop the skills and knowledge to assist with living safeguard lives.
- Develop life skills and prepare pupils for their future

Curriculum:

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

The areas of learning outlined in Appendix 1 are taught with sensitivity, inclusivity and 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) Our curriculum also ensures that the content is inclusive and reflective of our pupils cultural

and religious backgrounds and as such the opportunity to learn about their own and others family background, structure and the wider community is provided within this programme of study.

Our curriculum has been developed in consultation with parents and we have considered the age, physical development, emotional maturity and SEN of pupils accessing RSE as part of the PSHE programme of study.

Agreed Procedures/Guidelines

RSE is taught within the personal, social, health and economic (PSHE) education curriculum (See subject planning-Shared area & agreed vocabulary list Appendix 2) Biological aspects of RSE are taught within the PSHE and science curriculum, and other aspects are included in religious education (RE).

Roles and responsibilities

The governing body -

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher -

The headteacher is responsible for ensuring that PSHE and RE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 head teacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Monitoring/How do we know this approach is working?

The delivery of RSE is monitored by The PSHE Co-coordinator in each Phase in consultation with the Head of Phase through:

Planning scrutiny, learning walks, lesson observations.

Pupils' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems. Target setting in this curriculum area may be seen in PHSE /science LO's and under section E&F of a pupils EHC plan where appropriate. .

This policy will be reviewed by PSHE coordinators [bi annually]. At every review, the policy will be approved by [the governing body/ /the head teacher].

Parents' right to withdraw

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from 2020, including academies, free schools and independent schools.

In secondary education from September 2020:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, government guidance states that '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.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Before any Sex Education topic is taught, a letter (see Appendix 3) is sent home to parents informing them of the commencement of this RSE lesson.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1 - My Independence (PSHE and RSE Curriculum Content)

Overview of content	
Self-Awareness	
Self-awareness and self confidence	<p>Pupils will develop their own self-awareness through sensory experiences to help them develop understanding of themselves, their world and environment.</p> <p>In this topic, pupils will be taught about their own identity and to explore and develop their own sense of self.</p> <p>Pupils will be taught to recognise people who are special to them and are part of their own identify e.g. family</p> <p>Pupils will be taught to communicate preferences for things that they like and don't like and develop an understanding of the things that they are good at and an interested in, which make them unique.</p> <p>Pupils will also expand upon their knowledge of self and learn about their own strengths and skills which will support them in life and learning.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To respond to different sensory experiences around self-awareness - To identify self - To identify people who are special to them - To identify characteristics of self - To identify themselves and others by gender - To recognise similarities and differences between own and others identity - To communicate likes and dislikes - To identify what they are good - To identify interests and purse these in leisure and learning time - To identify own personal strengths and skills

Families	<p>In this topic, pupils will be taught about the importance of families and the role families play in being a source of love, security and stability. Pupils will be taught to identify their own family, including extended members of them and recognise and learn about other types of family units that too provide the same love, security and stability.</p> <p>Pupils will be taught to recognise and respect the different types of family units in line with the equalities act and respect for British values and so will learn about families that comprise of carers/foster parents/ single parent families/same sex parents as well as opposite sex parents and parents of the same or different cultural or religious backgrounds. Pupils will learn to recognise, explore and respect the different family structures.</p> <p>Pupils will extend their knowledge about families and explore the features of a happy family and recognise if a family relationship is making them feel unhappy or unsafe and how to seek help and advice.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To know the families are important to us - To know that they belong to a family - To recognise members of their own family - To explore and know that there are many different types of family structures - To identify their own family structure - To identify members of family by role - To know that all family structures are equal and important and provide same source of love - To know the features of a happy family - To recognise if family relationships are making them feel unhappy or unsafe
Developing positive Friendships	<p>In this topic, pupils will be taught to develop positive relationships with their peers through work and play. Pupils will be taught to develop an awareness of others and the characteristics of being a good friend which they will be supported to apply in every day encounters in school life e.g. sharing, helping, listening, being kind etc. Pupils will also learn the importance of respecting others, including those who are different to them, physically, in character, personality or background.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To play/work alongside another peer - To show interest in activities of others - To engage with peers with support in play/work situations - To initiate interact with a peer - To learn to share physical space - To learn to share belongings

	<ul style="list-style-type: none"> - To play and work cooperatively with a friend in a range of contexts - To learn to play and work with a variety of peers - To apply characteristics of being a good friend in their encounters
Good Friends and Bad Friends	<p>KS3 Focus</p> <p>In this topic pupils will begin to develop their understanding of friends and friendship and learn to identify the different types of friendships they may have in life e.g. friends in school, friends from activity clubs, best friends. Pupils will learn to identify friends they have from other people they know e.g. teachers, family etc. Pupils will be taught the characteristics and behaviours of good friends and also the characteristics of bad friendships.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To understand what a friend is - To identify different friend groups/types of friendships - To know the difference between someone who is a friend and other people we know - To know that a stranger is not a friend - To identify characteristics of a good friend - To identify characteristics of a bad friend
Managing Pressure and Bullying	<p>KS4 Focus</p> <p>In this topic, pupils will be taught self-advocacy skills as a foundation skill to managing pressure and bullying. Pupils will be taught to assert themselves, using their preferred communication modality, in learning and play contexts. Pupils will be taught to express themselves confidently and with persistence. Pupils will also learn to use key vocabulary to indicate their own likes and dislikes as well as to give instructions around things they want to happen e.g. an activity to finish. This topic focuses on developing pupil voice. Pupils will also more specifically be taught to develop an understanding of kind and unkind behaviour, the meaning of pressure and bullying and how unkind behaviours can make others feel. Pupils will also learn to recognise trusted sources of help.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To be able to say yes or no in a range of play and work contexts - To be able to make choices in play and learning - To be able to communicate likes and dislikes - To be able to communicate yes or no - To be able to communicate stop or finished - To be able to ask for help from a trusted person - To understand kind behaviours

	<ul style="list-style-type: none"> - To understand unkind behaviours - To understand what bullying means - To identify characteristics of bullying - To understand that bullying can make people feel sad and unhappy - To understand what pressure is - To understand that you can say if you are asked to do something you don't want to do - To understand who can help you if you are feeling bullied or under pressure.
Self-care, support and safety	
Taking care of ourselves	<p>In this topic, pupils will be taught about the importance of physical self-care and hygiene as part of leading a healthy lifestyle. Pupils will be taught to identify and engage with different self-care and hygiene routines and develop in their knowledge and independence with these. Pupils will learn the sequence of self-care and hygiene routines, the frequency in which these should be completed and what is required within each of these e.g. soap to wash your face, toothpaste and a brush to clean your teeth.</p> <p>Pupils will also begin to explore how others may help us maintain physical health and begin to understand the role of professionals such as doctors, dentists, opticians etc. Pupils will also develop in their wider knowledge of physical health and learn to identify things they can do to help maintain their own physical health e.g. eat well and get exercise.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To develop understanding of different self-care routines e.g. sequence - To develop fine and gross motor skills to assist with self – care routines - To accept support and cooperate with self-care and hygiene routines - To know what is needed for self-care and hygiene routines - To develop independence with self-care and hygiene routines - To identify some simple ways to keep ourselves physically well e.g. eating healthy diet, exercising etc. - To develop understanding of germs and virus - To know how often to complete each self-care, hygiene routine. - To know who can help take care of our physical health e.g. doctors, dentists, opticians
Keeping safe in the home and community	<p>In this topic, pupils will be taught to develop in their knowledge of their own physical safety. Pupils will be taught to respond to safety boundaries and rules in school and will be taught how to navigate the school environment safely. This will include learning how to use equipment, apparatus and furniture correctly and for the purpose it was intended e.g. chairs to sit on, tables to work from etc. Pupils will learn the vocabulary around safety and begin to use this in every day contexts. Pupils will learn to recognise safe and</p>

	<p>unsafe activities and also some consequences of doing something unsafe. Pupils will also extend their knowledge and develop their understanding of hazards and risks and learn how to identify these in the home, school and community environment. Pupils will develop their knowledge of what a stranger is and learn to identify people they know from a stranger. Pupils will learn that some strangers may be good people but some stranger might be bad people and we may not be safe around them. Pupils will learn how to respond to and the rules around stranger's i.e. not to talk to or go off with a stranger. Pupils will learn that some people are safer strangers, such as those in the emergency services and that they can be recognised by their uniforms. Pupils will learn the role of safer strangers, how to get their help and what they do to help us keep safe. Pupils will, where appropriate, be taught the skills needed in order to access their local community safely, this will include road safety.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To cooperate with carers with regards to safety - To develop control and coordination to navigate spaces safely - To respond to safety boundaries and rules - To recognise safe and unsafe situations at home - To recognise safe and unsafe situations in the community - To identify hazards and risks - To identify the consequence of doing something unsafe - To know what is meant by the term stranger - To identify people we know from people we don't know (stranger) - To recognise how to respond to and behave with people we know and people we don't know - To recognise safer strangers (those in the emergency services) - To know that safer strangers wear specific uniforms - To know how some of the safer strangers can help us - To be able to ask for help - To know how to get help (999) - To develop road safety awareness
<p>Emergency situations and people who help us</p>	<p>In this topic, pupils will be taught to explore and identify people within the community, people at home and people in school, who are responsible for helping keep them safe. Pupils will be taught to recognise emergency situations and match these to the appropriate source of help. Pupils will learn to identify the difference between an emergency and a non-emergency situation.</p>

	<p>Objectives:</p> <ul style="list-style-type: none"> - To explore and respond to what may be heard and seen in an emergency situation - Identify people who help us (both emergency and non-emergency related) - Know what jobs the emergency services do - To know what jobs other people who help us do - Know how to contact the emergency services - To know how to ask for help and where/who from - To know the difference between an emergency and non-emergency situation
Public and private	<p>KS3 Focus</p> <p>In this topic, pupils will explore the theme of public and private in relation to places, behaviours and their own bodies. Pupils will learn clear rules and boundaries around public and private behaviours in order to support them in leading safeguarded lives, as well as to support them with their social interactions and understanding. Pupils will also learn the anatomically correct names for parts of the body, including private body parts, in this topic, in order to develop universal understanding and meaning.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To understand the meaning of public and private - To identify places that are public - To identify places that are considered private - To know what behaviours are ok in public - To know what behaviours are private behaviours - To know the name of private and non-private body parts - To know that we should keep our private body parts clothed in public places
Keeping Safe Online	<p>KS4 Focus</p> <p>In this topic, pupils must first learn to engage with the online world and technology in order to develop their understanding of how to keep safe online. Pupils must learn to accept boundaries and limitations put in place with regards to technology and learn how to apply these in a variety of contexts e.g. home and school. Pupils will then be taught strategies for keeping safe online so that they can use technology safely as a part of their daily lives and learning with increased independence. Pupils will be taught about the ways in which we can use online forms of communication to communicate with others and the explicit rules that must be followed in order to keep ourselves safe e.g. what can be shared (public) and what we should not share (private). Pupils will be taught about the benefits and risks of online technology and communication in order to help themselves live safeguarded lives.</p>

Objectives:

- To activate switches on different technology to cause an effect
- To activate the 'on' button on a computer, monitor or device
- To select an icon for a desired app or programme using a touch screen or mouse
- To use a mouse to control actions on a computer
- To use a touch screen to control actions on a device
- To use a universal password to unlock a computer
- To use the lock button to lock a computer
- To take a photograph using a camera
- To use the keyboard to type a message
- To use a keypad to dial/enter a number
- To find and open the internet icon using a mouse or touch screen
- To locate a favourite website
- To type in a web address
- To identify different forms of communication technology e.g. on computer/phones/iPad/PlayStation
- To identify and know the use of a camera/speaker on technology
- To experience using a camera and speaker on a secured platform as part of an internal school activity e.g. Microsoft Teams assembly
- To ask for permission from a trusted adult to use a device or computer
- To accept boundaries related to the use of technology in school e.g. time/location of device/content
- To follow class rules around technology
- To know what is meant by online and what is offline
- To identify people we may communicate with online or using technology (known and unknown people)
- To understand the benefits of online communication/access
- To know and understand what is private and what is public information and what we should and should not be sharing online
- To recognise the dangers and risks of sharing personal information or content online e.g. phone numbers, names, address, photographs etc.
- To understand that some people's online identity may be different to their offline identify
- To understand that information can be stored on a computer
- To accept boundaries related to the use of technology across environments or in different contexts

	<ul style="list-style-type: none"> - To know who to ask for help if they are concerned about someone or something they have seen online
Managing feelings	
Managing feelings and behaviour	<p>In this topic, pupils will be taught to develop an understanding and awareness of their own and others feelings, emotions and behaviour in order to support them with their own social skills and interactions. Pupils will learn to identify emotions in themselves and others using their preferred communication modality and will learn the types of behaviour associated with each emotion e.g. sadness with crying, happiness with smiling and angry with shouting. Pupils will learn to articulate their emotions and where able the reasons for these. Pupils will learn to respond to appropriate behavioural boundaries and learn a range of strategies to support them with their emotions and behaviour.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To identify emotions in self - To identify emotions in other - To identify behaviours associated with each emotion - To identify cause of emotion - To express their emotions using preferred communication modality - To respond to behavioural boundaries - To develop strategies to manage behaviours and emotions
Developing confidence, resilience, self-esteem and positive body image.	<p>In this topic, pupils will be provided with opportunities to explore and engage with play and learning activities and experiences so that they are able to develop confidence, persistence, determination and resilience socially and academically. Pupils will learn to communicate confidently to make their needs, wants, opinions and interests known in a variety of work and play contexts and also articulate what they like and do not like using their preferred communication modality. Pupils will learn to communicate with a range of people across contexts.</p> <p>Pupils will be taught the importance of self-esteem and the right to feel good about who they are regardless of size, shape, height, skin colour, abilities and disabilities. Pupils will learn to identify the signs of positive self-esteem and also the signs of low self-esteem and the strategies to help raise this. Pupils will learn about the success of others from a variety of different backgrounds in order to provide them with the inspiration and confidence to be themselves and celebrate and respect their own and others identities. Pupils will learn to identify and discuss who they are, using their own communication modalities, with confidence and pride and identify</p>

	<p>what they like about themselves and what they are good at in order to develop positive self-image and appropriate language about themselves and others.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To engage with known work and play tasks with support - To try new activities with confidence - To try new experiences with confidence - To persist and try again to achieve desired outcome - To communicate wants confidently - To communicate needs confidently - To communicate interests and opinions with confidence - To express what they like and do not like - To identify and communicate about themselves confidently - To understand what self-esteem is and how it links to emotions - To recognise the signs of low self-esteem - To recognise the signs of positive self esteem - To identify what they like about themselves - To identify what they are good at - To develop pride in their own identity - To communicate positively about themselves - To identify the successes of others - To understand the ways in which we may all differ - To treat each other with respect regardless of difference - To recognise and celebrate difference in self and others - To know strategies for raising own self-esteem
<p>Resolving conflict/getting on with others</p>	<p>KS3 and KS4 Focus In this topic, pupils will be taught skills for maintaining positive interactions with friends and family, developing their understanding and ability to share, take turns, listen and be kind in a range of contexts. Pupils will also develop awareness of their own personal interactions and be supported to understand personal space and self-regulation to support them in engaging positively in home and</p>

	<p>friendship circles. Pupils will also be taught to identify friendly and unfriendly behaviours and how this may make themselves or others feel. Pupils will be taught ways in which they can communicate how they feel and also who they can ask for help from. Pupils will also learn about how conflict can be resolved and the ways we can make up following a fall out.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To know how to share - To know how to take turns - To express own opinions - To listen to others opinions - To respond to adult instructions when asked to stop - To accept other people's opinions - To know the difference between kind and unkind behaviours - To understand and apply personal space - To use known strategies to help manage behaviours and interactions - To know how kind and unkind behaviours make others feel - To know how to ask for help if something is upsetting us - To know how to say sorry when we have upset someone - To know how to behave when we have upset someone with support - To respond to social stories about conflict and use strategies with support
Changing and growing	
<p>Changing and growing</p>	<p>In this topic, pupils will develop their knowledge of human development and begin to explore and identify the various stages of growth. Pupils will be taught to identify some differences between these stages of growth e.g. baby, child and adult and to learn about the change in roles, responsibilities and needs of each age group.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To identify humans at different stages of the human lifecycle - To sequence the stages of growth in the human lifecycle - To identify characteristics of humans at each stage of the human life cycle - To know the difference in behaviours, needs and responsibilities at each stage of the human life cycle - To identify images of themselves at different stages of the human life cycle

<p>Changing adolescent body</p>	<p>In this topic, pupils will develop in their awareness and understanding of the physical and mental changes experienced as a result of puberty. Pupils will be able to identify and name private and non-private body parts, using anatomically correct language, and identify the change that occurred. Pupils will also learn about other self-care skills needed to respond to changes in their bodies as a result of puberty e.g. washing, wearing deodorant, wearing clean underwear and clothes every day. Pupils will learn about the process of menstruation and the self-care skills needed to respond to this.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To identify external body parts including private body parts - To identify changes that happen at puberty - To know how to look after our bodies and manage self-care needs arising from puberty. - To know the frequency of completing self-care needs - To know key facts about the menstrual cycle
<p>Consent</p>	<p>In this topic pupils will be taught self-advocacy skills and the right to ask for, give or refuse permission in a range of play learning and life contexts. Pupils will learn key vocabulary relating to consent and learn how to use this confidently and effectively e.g. Can I? May I? Yes or No, I do not want, I would like, I allow, do not allow, give permission, refuse permission etc. Pupils will experience a language rich environment where adults model the language of consent in every day, practical activities and examples. Pupils will learn to recognise and respond to situations where they may have to ask for permission and wait to receive it (consent) as well as learning to develop skills around acceptance, if permission is not given. Pupils will learn that consent is an important part of life and also in relationships and when and how this may apply in different relationship contexts. Pupils will learn that they have a right to say no and also to respect when others say no in relation to themselves and their own bodies.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To ask for permission in play, learning of life activities - To wait for and listen to the answer - To accept when consent is not given - To know how to refuse permission - To identify appropriate vocabulary for giving and refusing permission - To understand we all have the right to give or refuse permission - To identify instances where we may need to ask for permission e.g. when taking something or when touching someone - To identify instance where we may need refuse permission - To know it is a right to say no - To understand the role of consent in different relationship contexts

	<ul style="list-style-type: none"> - To understand that it is a right to give and refuse permission related to our own bodies
Dealing with Touch	<p>KS3 Focus</p> <p>In this topic, pupils will be taught to develop an understanding of touch and the role touch plays within our lives to keep us happy, healthy and safe. Pupils will learn to identify examples of good and bad touch and how these forms of touch may make us feel. Pupils will also learn to identify times when touch may be necessary in order to keep them healthy, safe and cared for e.g. during changing, when getting a check-up at the doctors or when visiting the hairdresser. Pupils will learn to recognise touch in relation to each care and health context. Pupils will also learn to recognise when touch is unwanted and how to say no or tell a trusted adult if this happens. Pupils will also learn that touch can relate to any part of the body, including the private parts of the body and that these parts of the body should not be touched by others unless for health or care reasons e.g. cleaning during toileting. Pupils to recognise general rules around their own and others bodies in relation to touch e.g. places that are ok to touch (tapping someone on the shoulder) and places that are not ok to touch (private body parts) and how we should respect touch boundaries with each other. Pupils will also learn about Female Genital Mutilation and how this is against the law and how to ask for help in the event this may or has happened to them.</p> <p>Pupils will also develop in their understanding of secrets and learn clear rules that we do not keep secrets in relation to touch. Pupils to learn who to talk to if they feel unhappy about touch.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To understand what is meant by touch - To identify good kinds of touch in relation to others e.g. high fives/shaking hands - To identify bad kinds of touch in relation to others e.g. kicking/hitting - To know that bad kinds of touch can make people feel sad - To identify acceptable daily touch - To identify some people that may need to help us through touch e.g. doctors, dentists, hairdressers, teachers and carers and how they may touch us to help us - To identify unacceptable touch (including private parts of the body) - To know that we can say no to any touch - To be able to communicate no in a range of contexts - To know who to tell if we are unhappy about any form of touch - To understand what a secret is - To understand that we don't keep secrets in relation to touch - To understand what is meant by female genital mutilation

	<ul style="list-style-type: none"> - To know that female genital mutilation is a form of bad touch and is against the law - To identify sources of help in relation to female genital mutilation
conception and parenthood/intimate relationships	<p>KS4 Focus</p> <p>Pupils to be taught about conception and parenthood and develop an understanding of the scientific process of reproduction. Pupils to be taught the anatomical correct language for the reproductive organs.</p> <p>Pupils will develop in their knowledge and understanding of intimate relationships and identify features of healthy and unhealthy intimate relationships. Pupils will learn that intimate relationships can apply to people of the same or different gender, race, ability or religion and the appropriate use of the vocabulary related to race, religion, ability, gender identity and sexual orientation will be taught. Pupils to know some of the legislation relating to relationships including the age of consent and marriage/civil partnerships.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To identify the female body parts involved with reproduction - To identify the male body parts involved with reproduction - To understand that reproduction is the process of making a baby - To understand what an intimate relationship is - To know that intimate relationships can apply to people of the same or different gender, race, ability or religion - To know and use the correct language related to sexual orientation, gender, race, ability and religion - To understand the difference in intimacy levels between different types of relationships - To identify the features of a healthy intimate relationship - To identify the features of an unhealthy intimate relationship - To know what the law says in relation to consent - To know what the law says in relation to marriage and civil partnerships
Healthy Lifestyles	
Supporting mental wellbeing (hobbies and interests)	<p>In this topic, pupils will be taught the importance of mental wellbeing as part of maintaining a healthy lifestyle. Pupils to be encouraged and supported to engage with activities that make them feel calm and happy and to be taught strategies to manage their mental health and resilience in times when they do not feel as happy. Pupils will develop in their understanding of hobbies and interests and learn to develop these as part of supporting their own mental health. Pupils will also learn the role of relaxation and sleep as a means to good mental health. Pupils to continue to learn about the vocabulary around emotions and communication strategies to support them in expressing these and seeking help when needed.</p>

	<p>Pupils to be taught to engage with physical exercise, time outdoors and community activities (class and wider school) to support wellbeing and happiness.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To know that we all have mental health and this is an important part of life - To know that mental health is to do with how we feel - To recognise some emotions in self - To recognise some emotions in others - To recognise what makes us feel happy - To recognise what makes us feel unhappy - To develop strategies to manage mental health and emotions e.g. visuals to support anxiety - To develop hobbies and interests - To develop relaxation techniques - To understand that sleep is important to mental health - To develop knowledge and participation in the sleep/bedtime routine - To know that physical activity helps improve mental health - To engage with physical exercise (Zumba/Yoga) - To engage with purposeful outdoor pursuits e.g. gardening/structured walks/activities
<p>Healthy Lifestyles</p>	<p>In this topic, pupils will be taught to explore and develop their awareness of healthy eating and physical health. Pupils will learn to identify foods by name and type and identify these from unhealthy food examples. Pupils will learn about the effects of unhealthy foods and the importance of keeping these to a minimum. Pupils will continue to learn that physical activity is a part of healthy lifestyles and also learn the self-care skills to keep us physically well e.g. brushing teeth, washing hands.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To develop awareness of healthy eating - To identify healthy foods by name e.g. apple, banana etc. - To identify healthy foods by type e.g. fruits and vegetables - To be able to identify unhealthy foods by name when eaten in excess e.g. chocolate, biscuits, chips - To know that we need to eat a balanced diet which includes all food groups - To know which food groups we should be eating more and less of. - To explore and try healthy food

	<ul style="list-style-type: none"> - To make simple snacks using healthy food items - To know the effects of unhealthy food on the body
Keeping Well	<p>In this topic, pupils will be taught and recap the ways in which we can keep ourselves healthy by eating a healthy, balanced diet, participating in physical activity and ensuring we follow essential hygiene routines to keep ourselves well. Pupils will explore and be taught about different types of physical illness, learning to identify these e.g. a cold/a headache/ an upset stomach and who and what can help us feel better. Pupils to be taught that some physical illness may require first aid/medical care and what this may involve and also that some physical illness may require medicine to make us feel better. Pupils to be taught clear and explicit rules around medication in order to keep themselves safe and learn about safe and unsafe substances around the home. Pupils will also learn about the emergency services and how to make a call to the emergency services and why you might need to do this.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To understand what it means to feel unwell - To identify different types of illness/feeling unwell - To identify people who can help us when we are unwell - To identify how we might be helped - To develop understanding of first aid - To know that some medicines can make us feel better - To know who is allowed to give us medicine - To identify different types of medicine - To know safety rules around medicine - To identify safe and unsafe substances in the home - To know how to get help from the emergency services
Healthy Environments (keeping our homes clean and tidy)	<p>KS3 Focus</p> <p>In this topic, pupils will be taught the importance of keeping our homes clean and tidy in order to lead a healthy lifestyle. Pupils will learn to identify and categorise examples of clean and unclean/tidy and untidy homes and the skills needed to complete tidying and cleaning tasks as part of developing health prevention and independent life skills. Pupils will also learn about the hazards on health of an unclean and untidy home and the impact this can have on health.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To know what is meant by tidy and untidy - To know what is meant by clean and unclean - To identify examples of tidy homes

	<ul style="list-style-type: none"> - To identify examples of untidy home - To identify examples of clean homes - To identify examples of dirty homes - To learn simple tidying skills - To learn simple organisation skills - To learn simple cleaning skills - To know where items in the home belong e.g. food in the fridge/cupboards, toys in the box, clothes in the wardrobe - To know some of the hazards of unclean and untidy home
<p>Drugs, alcohol & tobacco</p>	<p>KS4 Focus In this topic, pupils will be taught about legal and illegal harmful substances including drugs, medicine, alcohol and tobacco and how these affect our bodies. Pupils will be taught to recognise these and categorise these as harmful substances. Pupils to be taught the facts and the law with respect to each substance and the impact these have on our physical and mental health.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To know some health-related facts about drugs - To know some health-related facts about alcohol - To know some health-related facts about tobacco - To identify and sort harmful from unharmed substances - To know the law in relation to drugs, alcohol and tobacco
<p>The World I Live In</p>	
<p>Community and belonging Where do I belong? who makes up my local community? Respecting differences</p>	<p>In this topic pupils will be taught about their local community and who represents this. Pupils will explore images and examples of their community and begin to develop an understanding of identity by looking at the different groups within the community they belong to e.g. school, faith, cultural and club-based groups. Pupils will also learn what belonging means and how we can identify where someone belongs to e.g. wearing a uniform, clothing of religious or cultural importance. Pupils to learn about the different activities, traditions or customs of each group. Pupils will also learn the importance of respecting differences.</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> - To know what is meant by community - To identify the community groups I belong to - To identify the community groups others belong to

	<ul style="list-style-type: none"> - To know some of the traditions and activities of different community groups - To treat different community groups with respect
Taking Care of the environment – including recycling/waste management and being environmentally friendly	In this topic, pupils will be taught about the importance of looking after our environment. Pupils will learn about the importance of recycling and putting rubbish away and the skills for keeping their environment tidy and clean. Pupils will learn to categorise materials into plastic and paper put these in the recycling bins.
	<p>Objectives:</p> <ul style="list-style-type: none"> - To know what is meant by the term environment - To recognise different environments - To know simple ways we can look after the environment - To know that rubbish goes in the bin - To know that some rubbish can be recycled - To recognise the recycle symbol on packaging - To recycle papers and plastic at school and home - To know that plants and tree are important and help give us clean air in the environment - To know that certain transport/activities and industries gives us dirty air called pollution - To know some of the problems associated with pollution - Know that walking/cycling is good for the environment - To practice walking and cycling skills - To know that animals and wildlife are good for the environment and how they help the environment - To know how to look after wildlife (making bird feeders using recyclable materials) - To grow and look after a flower/herbs/food in a sustainable way - To know that food waste can be used to help things in the environment grow - To know how to compost food - To sort pictures of clean and unclean environments - To know that rubbish can harm wildlife in the environment - To know we are all responsible for the environment - To know alternatives and environmentally responsible and sustainable options in life
Jobs and preparing for adulthood	In this topic, pupils will learn about the different job's adults can do in life. Pupils will learn what is meant by the term job and pupils will begin to look at the types of jobs they might like to do, are interested in, experience others doing or be good at doing themselves

	<p>in the future. Pupils will learn to develop their understanding of jobs through different role play and learning activities. Pupils will learn simple skills as part of these role play. Pupils may also undertake simple jobs within the context of the school setting. This topic will be personalised and guided by our pupils' own views, interests, abilities and qualities.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To develop a basic understanding of different types of jobs - To learn some basic skills needed to complete simple job
Shopping and using money	<p>KS3 Focus</p> <p>In this topic pupils will be taught the importance of money and the role money has within everyday life including shopping. Pupils will be taught to recognise different amounts of money and use it in practical activities. Pupils to identify the key things we need money for in order to live safe and secure lives.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To recognise different amounts of money - To identify why we might need money - To use money within everyday life or as part of role play - To know how money is obtained
Transitions	<p>KS4 Focus</p> <p>In this topic pupils will be preparing for the end of year transition into the next year group, key stage, class or school setting. Pupils will develop an understanding of when and where they will be transitioning to, who they will be transitioning with, learning about their new staff and friends and will be supported by key staff during this process. Pupils will, where appropriate conduct transition visits.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To prepare and understand the next change in our school or young adult life.

My Independence Secondary LTP

Health Education – Green

Relationship and Sex Education – Pink

Living in the Wider World – Blue

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Self-Awareness	Self-care, support and safety	Managing feelings	Changing and growing	Healthy Lifestyles	The World I Live In
Theme	Self-awareness and self confidence	Taking care of ourselves	Managing emotions and behaviour	Changing and growing	Supporting wellbeing (Hobbies and interests)	Community, Belonging and Respecting Differences
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Self-Awareness	Self-care, support and safety	Managing feelings	Changing and growing	Healthy Lifestyles	The World I Live In
Theme	Family	Keeping safe in the home and community	Developing confidence, resilience, self-esteem and positive body image	Changing adolescent body	Healthy Lifestyles	Developing Positive Friendships
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle C	Self-Awareness	Self-care, support and safety	Managing feelings	Changing and growing	Healthy Lifestyles	The World I Live In
Theme	Taking care of the environment	Emergency situations and people who help us	Managing emotions and behaviour	consent	Keeping well	Jobs and preparing for adulthood

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key stage specific topics	Self-Awareness	Self-care, support and safety	Managing feelings	Changing and growing	Healthy Lifestyles	The World I Live In
KS3 focus	Good friends and Bad friends	Public and private	Resolving conflict and getting on with others	Dealing with touch	Healthy environments	Shopping and using money
KS4 focus	Managing Pressure and Bullying	Keeping Safe Online	Resolving conflict and getting on with others	Conception, parenthood and intimate relationships	Drugs, alcohol & tobacco	Transitions

Appendix 2 –Agreed vocabulary

This is not an exhaustive list but rather a guide to the appropriate and correct terminology to use when delivering PSHE and RSE (Relationship and Sex Education) lessons.

Self – Awareness and self confidence

identity	dislike	characteristics	skills
name	confidence	good	culture
family	special	unique	religion
likes	important	strengths	

Family

mum	same sex parents	love
dad	single parent family	caring
foster mum	grandparent	traditions
foster dad	family	extended family
foster parent	same	aunties and uncles
carer	different	cousins
parents	special	step parent
siblings	unique	step brother/step sister
home	school	trusted adult
happy	unhappy	worried
sad	scared	help

Developing positive relationships/ Good and Bad friends

friends	play	share
friendly	kind	take turns
friendship	unkind	good
listen	behaviour	bad
help	respect	caring
happy	fun	

Managing pressure and bullying

yes	no	make choices
communicate	stop	finish
help	trusted person	kind behaviour
pressure	bullying	sad
unhappy		

Taking care of ourselves

ourselves	wellbeing	body
health	mind	self-care
hygiene	healthy eating	diet
exercise	germs	virus

Keeping Safe in the home and community

Safe	stranger	help
unsafe	emergency service	road safety
protect	trusted adult	hurt

rules	hot	trip
fall	hazard	risk
community	home	consequence

Emergency situations and people who help us

emergency	999	firefighter
non-emergency	police	Jobs
emergency services	ambulance	help
lollipop person	vet	midday assistant
teacher	doctor	refuse collector
dentist	post-delivery person	paramedic

public and private

public	male	vagina
private	female	breasts
place	penis	
behaviour	bottom	

Keeping Safe Online

rules	computer	personal information
permission	unknown person	tell
device	stranger	danger
online	safe	help
offline	share	

Managing feelings and behaviour

feelings	happy	angry
emotions	sad	calm
worried	excited	nervous
strategy	support	behaviour
help	me	others

Developing confidence, resilience, self-esteem and positive body image.

confidence	self esteem	positive
resilience	body image	thoughts
compare	like	feelings
negative	dislike	emotions
view	proud	achieve

Resolving conflict/getting on with others

share	take turns	opinions
listen	friends	kind
unkind	feelings	emotions
behaviour		

Changing and growing

human life cycle	baby	child
infant	toddler	teenager

adult	senior	elderly
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Changing adolescent body

male	hormones	puberty
female	spots	menstruation
penis	height	menstrual cycle
testicles	body shape	period
testes	sweat	pubic hair
erection	muscles	facial hair
adam's apple	ovaries	self-care
voice change	breasts	hygiene
testosterone	egg	shower gel
masturbation	vagina	razor
acne	body odour	shaving foam
discharge	emotions	deodorant
	shampoo	soap

Consent

consent	yes	No
permission	Can I?	May I?
Right	I give permission	I do not give permission
ChildLine	Trusted adult	

Dealing with Touch

touch	good touch	bad touch
body	kind touch	unkind touch
help	tell	trusted adult
FGM female genital mutilation	private	secret

conception and parenthood

male	female	
penis	vagina,	
testicles	breasts	
sperm	womb	
embryo	uterus	
umbilical cord	egg	
reproduction	foetus	
baby	vulva	

Relationship vocabulary/Intimate relationships

same sex	gay	lesbian
opposite sex	heterosexual	bi-sexual
man	homosexual	straight
sex	sexual orientation	Love
boyfriend	marriage	Care
girlfriend	partnership	respect
husband	civil partnership	Consent
wife	intimate relationship	rights
society	race	age
Commitment	culture	religion
Identity	law	

Supporting mental wellbeing (hobbies and interests)

hobbies	mental wellbeing	stress
interests	relax	support
rest	feel good	happy

Healthy Lifestyles

healthy eating	unhealthy food	exercise
food	balanced diet	

Keeping Well

well	help	medicine
unwell	first aid	safe
unsafe	safety	rules
emergency		

Healthy Environments (keeping our homes clean and tidy)

tidy	clean	Hazard
untidy	dirty	health

Drugs, alcohol & tobacco

harmful	drugs	ill
substance	Dangerous/danger	health
alcohol	tobacco	

Community and belonging

community	identity	respect
belonging	group	traditions

Taking Care of the environment

Environment/habitat	Rubbish	materials
recycle	Waste	plastic
harmful	dangerous	wildlife
pollution	clean/unclean	sustainable

Jobs and preparing for adulthood

job	skills	
work	money	

Shopping and using money

money	sell	Product/item
buy	change	

Transitions

transition	change	school
new	growing up	

Appendix 3 – Letter to parents/carers



Trinity School
Heathway, Dagenham, Essex.
RM10 7SJ
Tel: 020 3435 5955
Fax: 0208 270 4969
Email: office@trinity.bardaglea.org.uk

Headteacher: Mrs.S.Ball

May 2021

Dear Parent/Carer

During the [Autumn/Spring/Summer Term], as part of the Trinity School Relationship and Sex Education programme, your son/daughter will be receiving lessons on [growing up, puberty, relationships, and conception].

The purpose of Relationship and Sex Education (RSE) is to provide knowledge and understanding of how the human body changes during puberty into adulthood and the responsibilities that go with this.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up, adult relationships and sex education and the sessions in school may well reinforce what you are already doing at home.

The key aims of RSE are to:

- 1 Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
- 2 Foster self-awareness and self-esteem.
- 3 Develop a sense of responsibility and respect for themselves and others.

All teaching materials are appropriate to the ability, age and emotional maturity of the students concerned and the teaching staff will present the programme in an objective, balanced and sensitive manner.

If you have any questions, or would like to view any of the materials used, please do not hesitate to contact your child's tutor or the managers of the phase.

Yours sincerely
Head of Secondary School

Appendix 4 – Request to withdraw



Trinity School
 Heathway, Dagenham, Essex.
 RM10 7SJ
 Tel: 020 3435 5955
 Fax: 0208 270 4969
 Email: office@trinity.bardaglea.org.uk

Headteacher: Mrs.S.Ball

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent			
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature		Date	

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents			
Headteacher signature		Date	