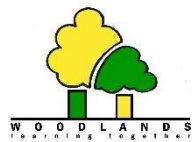


Woodlands Secondary School	Relationship, Health and Sex Education Policy (RHSE)	
---------------------------------------	---	---

Date	Review Date	Author	Nominated Governors
March 2025	March 2026	Sandra Clarke Lindsey Lucas Nicole Tulloch	Curriculum Committee
Website	Statutory Policy	Source	Ratification Date
Yes	Yes	Various	25.3.26

Our values

At Woodlands Secondary School we believe that learning is a life-long journey and we aim to inspire and support our students to achieve their full potential. Our curriculum offer is tailored to the individual needs of the young person. Our broad and balanced curriculum focuses on functional learning and incorporates life-skills to support and promote independence. The RHSE curriculum supports our values of ensuring our students are upskilled with the knowledge and tools to develop into healthy, informed and emotionally well citizens within modern Britain, who will be able to keep themselves safe by being able to recognise harmful behaviours and know how to seek help.

Our core principles:

Inclusion – every child feels included, respected, and valued

Tolerance – children grow up to be respectful of people who are different

Moral code – respect, tolerance, love, relationships, stability

Purpose of the Policy

The purpose of a Relationships, Health and Sex Education policy is to:

- To place relationships, health and sex education within a clear framework that encourages a responsible lifestyle based on self and mutual respect and highlights personal safety.
- To ensure availability of factual information about rights and responsibilities in relation to the legal parameters of RHSE
- To fulfil our statutory obligations related to RHSE whilst taking account of parental views and student views (where appropriate).
- To be transparent with all stakeholders

Statutory Responsibility

As a maintained secondary school, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

The Relationships 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 make Relationships and Health Education compulsory for all students receiving primary education and Relationships, Health and Sex Education (RHSE) compulsory for all students receiving secondary education, with a focus on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children, young people and adults. It aims to give young people the information they need to help them develop healthy, nurturing relationships of ALL kinds, not just intimate relationships.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

This policy was developed in response to the following documentation:

- Statutory guidance on RHSE and health education (Relationships Education, Relationships and Sex Education (RHSE) and Health Education 2019)
- Keeping Children Safe in Education: for schools and colleges
- The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities. May 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, DfE, 2015
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017 DfE 2017
- Review of sexual violence and harassment in schools and colleges. Ofsted, June 2021
- Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools. DfE, November 2014
- Behaviour in schools - Advice for headteachers and school staff. DfE, September 2022

This policy was also developed in response to:

- Observed behaviours of students in school
- Reported behaviours of students at home
- Questions raised by students
- The schools duty to safeguard all students

It should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy and Procedures
- Anti-bullying Policy
- Behaviour Policy

- Complaints procedure

Aims for Relationships, Health and Sex Education

Effective RHSE helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves. It can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain positive relationships.

For some students, for whom it is relevant, RHSE can equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable intimate relationships, if they wish, and to take responsibility or know how to seek support for their sexual health and wellbeing.

Effective RHSE is essential to ensure that young people develop into tolerant, inclusive and productive citizens of modern Britain.

At Woodlands we aim to:

- deliver high quality, age and ability appropriate RHSE lessons as part of our overall planned school curriculum and ethos
- provide a framework in which sensitive discussions can take place and enable students to have the confidence to ask questions to help address any misconceptions.
- prepare students for puberty and give them an understanding of sexual physical and emotional development and the importance of health and hygiene
- support students to develop their feelings of self-respect, confidence and empathy and to cultivate positive characteristics such as kindness and integrity
- encourage students to value themselves and others both physically and emotionally.
- create a positive and respectful culture around issues of sexuality and relationships
- teach students the correct vocabulary to describe themselves and their bodies.
- empower students to develop protective behaviours in relation to their bodies and sexuality. Where appropriate, acknowledge and support students to understand and protect themselves from modern influences on sex and relationships, including (but not limited to) dating apps, 'sexting', online grooming, access to pornography
- ensure students are provided with accurate information from reliable sources.
- help develop understanding of the nature of relationships-
- identify the physical and emotional consequences of relationships (including, where appropriate, sexual relationships).
- develop awareness and understanding of families / relationships beyond the typical nuclear family, including (but not limited to), unmarried, divorced, widowed, same sex couples and adopted families.

Equality

Schools are required to comply with all relevant requirements of the Equality Act 2010. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled, for example by staff challenging inappropriate comments (comments NOT beliefs).

Staff have an important role to play in modelling positive behaviours.

Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment should be taken seriously and reported in accordance with school policy; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other.

An understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults.

Religion, Belief and RSHE

“In all schools, ... the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled.” (Relationships Education, Relationships and Sex Education (RHSE) and Health Education. Section 20).

Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

In their study *‘They believe this.’ Taking pupils’ religious backgrounds into account in Relationships and Sex Education*, (October 2021), Dr Lucie Shuker and Dr Helen Beckett, suggest that faith sensitive RSE should:

- Consider the religious faith of pupils, but in a sensitive and nuanced manner.
- Avoid exposing or alienating those of faith in what may be an uncomfortable context for them.
- Acknowledge diversity of all kinds, and validate different personal choices, not only those related to religion.

In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At Woodlands, we acknowledge that our students have different faith backgrounds and experiences. Students are encouraged to reflect on their own/their family/their community’s attitudes and beliefs in relation to RHSE and how this may influence their own decision making, although specific teaching will state the law (with reference to British Values) free from judgement or staff opinion. Staff will not generalise and say that particular faith groups believe particular things but will encourage the young people to speak with their family about what they and their faith or their family viewpoint is, ensuring this is communicated in a way that supports the values of embracing equality and diversity, cohesion and inclusion whilst showing respect for others.

Staff will:

- treat conversations about religion and RHSE in a sensitive manner.
- not promote their own or a particular view or belief
- avoid saying that a particular practice is ‘ok’ and will refer to what the law allows or does not allow.
- acknowledge that students, their families, faiths and cultures may have different views on certain topics.
- avoid making assumptions and generalisations about what a particular faith may or may not believe.
- respect the right for people to hold different viewpoints

- promote respectful communication of different views

Child Protection and Safeguarding

RHSE plays a very important part in fulfilling the statutory duties all schools have to meet. Effective RHSE teaching helps children understand the difference between safe and abusive relationships and aims to equip them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote student well-being (Education and Inspections Act 2006 Section 38).

Any safeguarding concerns that are raised within or outside of RHSE lessons, no matter how small, should be reported to the Designated Safeguarding Leads in accordance with the Safeguarding and Child Protection policy.

There is a balance between teaching students about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of any person who is being abused and why victim blaming is always wrong.

Some of the key areas of safeguarding which staff will be particularly alert to and have a specific duty to report to the police include:

- **FGM** – Female genital mutilation involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is a cultural practice which is prevalent among some groups in some countries (see <http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/>). Sometimes it is believed to be a religious obligation, and is often not perceived as abuse by those perpetrating it. However FGM is internationally recognised as a violation of human rights of girls and women. There are 4 recognised types of FGM, and all are illegal in the UK. It is illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. Under mandatory reporting legislation, teachers are required to report known cases of FGM in under-18s to the police, within 48 hours of disclosure.
- **Forced marriage** - A forced marriage is not the same as an arranged marriage; a forced marriage is where one or both people do not (or in cases of some people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious violation of human rights. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. –Young men and young women can be at risk. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

These topics are not discretely taught, however may arise as part of general teaching

- FGM
 - Concerns may arise during intimate supported personal care for some students;
 - Concerns may be raised by a student when learning about body parts – this concern would not be addressed as part of whole group teaching but followed up separately.
- Forced marriage
 - Relationships education will include direct teaching of marriage within legal parameters including consent to marry
 - Consent is taught throughout every strand, and discretely taught as a unit
 - Where questions or concerns are raised by students in relation to forced marriage, the legal definition of marriage will be reaffirmed however the individual concern will be followed up separately.

Students with Special Educational Needs and Disabilities (SEND)

All schools should be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

At Woodlands and in other special school settings there is a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

The curriculum content identified in this policy is aimed primarily at the students based in KS3, KS4, ~~FE~~ and the LOFT provision.

Across these departments some aspects are taught as part of general PSHE curriculum - growing up, puberty, relationships (including family & friendships), health and hygiene, consent, keeping safe, making choices. (Please see Appendix 1).

In Key Stage 3, some aspects of RHSE are taught in science – pregnancy, the human life cycle (Please see Appendix 2).

In KS4, ~~FE~~ and the LOFT some aspects are taught in discrete sex education lessons – sexual intercourse and sexual health. These lessons are accessed by a very small proportion of the student population. (Please see Appendix 3).

Online safety is not taught in isolation, and instead is taught as part of a more comprehensive RHSE, PSHE, Computing curriculum as well as ad hoc as needs arise.

For students in Pathways, PMLD and the BASE, RHSE is not taught in discrete lessons due to the students' cognitive and social understanding. Issues are addressed in order to keep the students and others safe and in line with EHCP priorities. The school will work with parents to support the development and implementation of appropriate strategies. (Please see appendix 7).

Organisation and Delivery

When is RHSE taught and who is it taught to?

- RHSE is taught to students in the summer term each year.
- During the spring term, teachers, in conjunction with the Department leaders will identify the students who will access the Relationships, Health and Science elements of RSHE and those who might additionally benefit from accessing the Sex Education elements of the curriculum.
- Most students will only access the Relationships, Health and Science elements of the curriculum.
- A small number of students in Key Stage 4 ~~and FE~~ may benefit from accessing the Sex education Curriculum.
- Sex Education is not generally taught in Key Stage 3, unless there is a specific need. This will be discussed with parents / carers and a bespoke programme will be delivered on a 1-1 / small group basis.
- Decisions will be based upon the age, social, emotional and developmental maturity of the students.
- Groupings will be carefully considered by the Department and Deputy Department Leaders. For Sex Education this will be taught in gender specific groups, for Relationships, Health and Science elements of the curriculum this may be delivered as whole class or gender specific groups depending on the subject. For example when talking about different types of relationships this may be appropriate to teach to mixed groups, however, when discussing puberty and body changes it may be more appropriate to teach this to single gender groups.

When will parents be informed about what their child will be taught?

- In the second half of the Spring term, a letter will be sent home to parents clarifying whether a student will be accessing Relationships, Health or Science elements of the curriculum alone or whether they will also access the Sex education curriculum.
- The letter will include information about the specific units that will be covered and parents will be able to request to come into school to see the resources that will be used at the beginning of the summer term.
- All resources will be selected carefully from sources such as the NHS websites or approved educational websites such as Twinkl or Brook. Inappropriate, illegal images and videos will NOT be used in any circumstances and all related school policies will be followed.

How is the curriculum organised?

- Core knowledge is sectioned into units of manageable size. See Appendices 1-3 (1 – general relationships and health units, 2 – pregnancy unit, 3 - sex education unit)
- Topics and lessons are carefully sequenced within a planned scheme of work.
- Subjects covered will be revisited many times over the course of a student's school career at Woodlands, to ensure understanding.
- RHSE will be taught by class leads who know students well and are trained to deliver it safely and effectively.
- On occasion, health professionals, specialist educational providers and/ or the police will be invited to talk to the students. These visitors will adhere to the RHSE policy of the school and parents will be informed of the time and purpose of their visit.

What kind of language will be considered acceptable and appropriate for use in RHSE lessons?

All staff will:

- Use medically/scientifically correct terms for genitalia and sexual parts of the body. A list of subject specific vocabulary is included in the unit descriptors below, core vocabulary is identified and is what staff will use with most students. Additional vocabulary is also listed so that staff are clear on what language to use should the topics arise.
- Avoid the use of any slang words, other than to correct misconceptions.
- Ensure that students understand that some 'slang' words are offensive or inappropriate.
- Ensure that students know the meaning of language they are using and direct them to use the most appropriate language.
- Use inclusive language (such as partner as well as boyfriend/girlfriend).

School cannot account for words introduced by students although these situations will be dealt with appropriately and parents notified if needed.

How will staff respond to student input or questions?

- Ground rules are set out at the beginning of every RHSE lesson to help ensure discussions, language and questions are managed sensitively. See Appendix 4
- Staff will use professional judgement as to whether to answer student queries in the classroom or more privately.
- Some questions/comments may not be appropriate to respond to in a class environment; similarly some students may not feel confident to ask questions in front of their peers. On these occasions students will be supported to put these questions into a question box which allows staff the time to consider and respond in the most suitable way.
- Where staff are unclear of an appropriate answer or wish to seek further advice, they are directed to respond with "I don't know right now, I will get back to you" and ensure that the student's query is addressed.

Parental and carer engagement

At Woodlands Secondary School we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents/carers in their development of their child's understanding of Relationships, Health and Sex Education. We believe that parents have a key role to play in supporting their children to develop a greater understanding of the issues raised and addressed in RHSE.

Since September 2020 the law requires schools to consult with parents about their RHSE policy on formation and when it is updated. Parents/carers will be notified when the policy has been reviewed and updated and we will provide them opportunities to feedback on the revised policy. Whilst all feedback is valued and considered and may affect some amendments to the policy, the school will ultimately make the final decision about what is taught and when; this will be informed by our statutory obligations as well as the needs of our students. The final version of the policy will then be available on the school website once it has been ratified by governors.

We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RHSE curriculum by providing:

- Notification of when RHSE topics are to be taught and a summary of the content covered
- Opportunities to view and discuss examples of RHSE learning resources

Opportunities to do this will be presented before RHSE lessons begin, i.e. the end of the Spring term.

As part of the notification process, where students have been identified as suitable for accessing the Sex Education unit of work, parents will be informed and permission sought.

If a parent/carers has been informed that their child will only be accessing the Relationships, Health and Science aspects of the curriculum, parents/carers may request that their child receives Sex Education. Upon receipt of this request, the Department Leader will contact the parent and a joint decision will be made about the way forward.

Parental right to withdraw from Sex Education

RHSE is an important part of our curriculum and it is hoped that all students will participate in all aspects of these lessons as defined by their department curriculum. However, the school acknowledges the legal rights of parents/carers as described below:

From September 2020, parents of both primary and secondary-aged students **will not** be able to withdraw their child from any aspect of Relationship Education or Health education, which includes learning about the changing adolescent body and puberty.

Parents of both primary and secondary-aged students **will not** be able to withdraw their child from any aspect of the National Curriculum for Science which includes subject content such as the names of external body parts, the human body as it grows from birth to old age, and reproduction/offspring in some plants and animals.

Parents **will be** able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education (other than those as listed above) up to and until three terms before the age of 16 i.e. until they are aged 15 years.

An overview of parental right to withdraw options is shown in Appendix 5.

In line with the statutory guidance, where students are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

In line with the statutory guidance, if any secondary-aged student wishes to receive Sex Education rather than be withdrawn, we can make arrangements to provide the student with Sex Education during one of the three terms before the age of 16 or when they are in the FE department.

Please note for general questions about the curriculum content, please address these to the class teacher. **Written requests to withdraw a child from the Sex Education unit should be addressed to the Headteacher.** Please send an email, FAO the Headteacher schooloffice@woodlands.luton.sch.uk

Please see Appendix 6 for Luton Borough Council's process for requesting a child be excused from the sex education part of RHSE.

Reviewing the policy

The policy will be reviewed on an annual basis by the Headteacher.

Parents will be consulted about any proposed amendments to the policy during the Spring term each year.

Feedback from parents may result in some amendments being made to the policy prior to the policy being presented to governors for consideration and ratification.

The ratified version of the policy will be added to the school website. Paper versions of the policy will be made available from the school office, upon request.

Appendix 1

Unit Title: Identity & Gender (Relationships and Health)

About the Unit:

This unit seeks to explore how students view themselves and how they fit into their community(s) and society. It also begins to explore how people are different and how differences should be respected and celebrated.

Intention: - All students celebrate their own uniqueness - All students develop their self-awareness - Students start to explore what makes them special - Students start to express preferences regarding their adult lives	Implementation: KS3 - Who am I? - What do I like doing (hobbies) - What aspirations do I have for the future (work, family, social) - What is important to me? KS4 (Repetition of above as appropriate) - How do I identify? - Am I a man / woman? Male / female? - What makes me who I am? "Can boys like dolls?" – challenging gender stereotypes - What do I find attractive in other people → in any capacity If students show social awareness: Talk about what LGBTQIA+ stands for, the history (i.e. legality, social acceptance) - Acknowledge that different people /communities have different opinions - Ensure that students understand that this is a protected characteristic	Impact: - Students will have greater understanding of their own autonomy - Students will develop empathy and understanding of others - Students will begin to make choices regarding their future - Students will feel an increase in confidence
--	--	--

Core vocabulary	Additional vocabulary	
- Man / woman - Male / female - Boy / girl - Like / dislike - Same / different - Aspiration - Hobby - Interests	This is the formal language that will be used if these topics come up. If, for example, the class is not at a level to understand different types of attraction, there is not an expectation to use the terms 'heterosexual' or 'homosexual' superfluously. - Penis - Vulva - Vagina - Attraction - Gender - Sex (in the biological term)	- Stereotype - Heterosexual - Homosexual - LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual)

Appendix 1 (continued)

Unit Title: Relationships (Relationships and Health)

About the Unit:

This unit seeks to explore how students fit into their community(s) and society. It will look at different types of relationship and how people behave appropriately in each. Students will explore what is a positive and what is a negative relationship.

Intention:	Implementation:	Impact:
- Students will start to see themselves as part of a wider community - Students will develop social skills - Students will start to recognise different types of relationship - Students will develop understanding of what qualities are important when engaging with others	KS3 - Naming friends / family - What types of things do you do with your friends / family? - What qualities do you / your friends / family have? - What do families look like? Look at a variety of families including single child / multiple sibling families, single parent families, same sex parenting families, older parents / younger parents, multi-generational families. - Talk about sharing and turn-taking - Recognising feelings of others - Talk about marriage. What is the law around marriage? Ensure students understand that marriage is intended to be a lifelong commitment KS4 (Repetition of above as appropriate) - Talk about bullying, what is it? What is the impact? - Develop sense of self within a group, what makes you different? - Identify ways to repair friendships - Identify different types of relationship, → strangers, acquaintances, friends, family, partner, and spouse. Talk about appropriate behaviour with each group. - Look at 'red' and 'green flags' in relationships - Identify what harassment/ sexual harassment is, how it differs from healthy positive interactions and how it should not be tolerated and how to deal with it/ how it will be dealt with. Including online harassment. - How do people communicate - How do people communicate in different types of relationships, what types of things do we say? <i>When talking about romantic relationships, 'boyfriend, girlfriend' and 'husband, wife' will be used interchangeably regardless of the sex of the students. E.g. if teaching a single sex group of boys the staff would say "if you want to get married and have a wife or husband".</i>	- Students will demonstrate social skills, e.g. will seek to make amends - Students will develop self-confidence - Students will have access to factual information regarding the nature of relationships to make informed decisions - Students will develop understanding of what is / is not kind / helpful

Core vocabulary	Additional vocabulary This is the formal language that will be used if these topics come up. If, for example, students do not bring up that 'sex' happens in a marriage, staff members will not highlight it. NB: the word 'sex' may be brought up, but details of sexual relationships are not taught in this session.
• Friends • Family (including Mum, Dad, brother, sister, etc.) • Relationships • Boyfriend / girlfriend • Marriage • Husband/wife • Strangers • Sharing • Feelings • Community	• Spouse • Civil Partnership • Acquaintances • Bullying • Red / Green flags • Sex (with no additional detail given) • Heterosexual / homosexual / LGBT • Harassment/sexual harassment

Appendix 1 (continued)

Unit Title: Consent (Relationships and Health)

About the Unit:

This unit seeks to empower students to make and communicate choices in relation to their own bodies, their interests and their future wishes. Students will be encouraged to consider what is 'public' and what is 'private' and to be confident in setting clear boundaries.

Intention:	Implementation:	Impact:
- All students are aware of their right to say "no" - Students understand that there are boundaries in society - Students develop awareness of asking permission or having permission sought - All students develop their self-awareness - Students are able to seek help if needed	KS3 - What do we mean by consent? - Talk about asking permission, "Can I borrow your pencil?" - How do we know that somebody has given consent? "A strong, enthusiastic yes!" - What do we mean by public? What do we mean by private? What are public and private places in school? In our home? - How do we set boundaries? E.g. "you can shake my hand but don't tap my shoulder" - What rules are there around boundaries in public and private places? KS4 (Repetition of above as appropriate) - Look at the 'cup of tea' video https://www.youtube.com/watch?v=pZwvrXVavnQ - What does the law say about consent? - What are the signs of consent? What are signs of no consent? - What about consent in relation to online interactions? - When can consent be withdrawn? - Who is unable to give consent? - How can we find help or support or somebody has done something we didn't consent to?	- Students will have greater understanding of their own autonomy - Students will understand the rules (or law for older students) in relation to consent when interacting with other people. - Students will show greater awareness of their responsibility towards others - Students will be able to set boundaries more confidently.

Core vocabulary		Additional vocabulary	
- Man / woman - Male / female - Boy / girl - Boundaries - Rules - Everybody - Nobody	- Consent - Public - Private - Law - Online	- Gender - Sex - Penis - Vulva - Vagina - Withdrawn	- Legal - Capacity - Attraction - Heterosexual - Homosexual - Sexual intercourse

For KS4 and FE students, much of the higher order skills of this module will be taught ONLY to students who have an understanding of sexual relationships.

Appendix 1 (continued)

Unit Title: Bodies (Relationships and Health)

About the Unit:

This unit seeks to empower students to make and communicate choices in relation to their own bodies, their interests and their future wishes. Students will be encouraged to consider what is 'public' and what is 'private' and to be confident in setting clear boundaries. Students will develop understanding of how their body changes as they grow up and become adults.

Intention:	Implementation:	Impact:
- Students will learn the correct terms for body parts - Students will understand which parts of their bodies are considered private - Students will be able to communicate boundaries and identify behaviour which - Students will learn about how their body changes as they get older	KS3 - Look at areas in the school, what do we consider public places? Where is private? - Look at wider areas of the home / community. Where is public? Where is private? - Look at the developing body (both men and women), what changes are observed from birth to old age? - What changes happen during puberty? - Which body parts are considered private? (NOTE: this may be different for men/women and for different religions or cultures) - Personal hygiene and keeping clean, including how to manage sanitary products / sperm. <i>If appropriate:</i> Masturbation – where is it safe to do? NB: Students are <i>not</i> taught <i>how</i> to masturbate, they are given information about managing masturbation safely. This is usually reactive rather than proactive. KS4 (Repetition of above as appropriate) - Link puberty to changing feelings including (where appropriate) sexual attraction - Look at diversity in bodies, different people look and present in different ways. Discuss common misconceptions e.g. disabled people can't play sport, heavy people can't be healthy. - Develop body confidence	- Students will be more independent with managing their personal hygiene including around menstruation / sexual health - Students will develop awareness of their own body autonomy - Students will show understanding of public and private. - Students will begin to develop pride in themselves and be aware of their own capabilities (and limitations). - Students will understand changes in the human body and be less worried about the impact of puberty.

Core Vocabulary		Additional Vocabulary	
- Man / woman - Male / female - Boy / girl - Boundaries - Rules - Consent - Gender / sex - Public - Private - Law - Legal - Capacity	MEN Body parts - Penis - Semen - Sperm - Testis or testicle WOMEN Body parts - Vagina - Ovary - Uterus	- Puberty - Periods / menstruation - Sanitary towels - Hair - Pubic hair - Voice breaking 'wet dream' - Body confidence	- Foreskin - Erection - Masturbation - Clitoris - Labia (inner and outer) - Vulva - Cervix

Appendix 1 (continued)

Unit Title: Media (Relationships and Health)

About the Unit:

This unit looks at the role that media plays in influencing attitudes to relationships, language and identity and safety.

This unit is likely to be addressed **only** if there is a specific need, for example a group have been misusing social media **or** if students bring up topics and comments about things they have seen in the media.

Intention: - Students develop their awareness of ‘fact’ and ‘fiction’. (i.e. students understand that TV programmes do not represent reality and actors play characters). - Students start to explore how diversity is portrayed. - Students start to understand stereotypes in the media. - Students look at how beauty is portrayed in the media. - Students understand how social media has a positive / negative impact on people	Implementation: KS3 - What types of people do we see on television / in films / in magazines? - Pick a favoured celebrity – what do all celebrities have in common? - Are there any celebrities that look like me? - If you could campaign for a different type of person to be on television what would they look like? What personality would they have? - Look at diversity – do we see people of all races, religion, ages, sexualities, abilities represented. Why? Why not? - What types of families do we see on television? KS4 (Repetition of above as appropriate) - What are the issues with equality and representation that come up with media? - What do we mean by ‘censorship’? Why are some things not viewable by all? - What types of things should we ‘censor’ from public view - When using social media what types of things should we portray? What should we not portray? - What can we do about cyber-bullying/online harassment? Where can we report this?	Impact: - Students develop their understanding of what is real and what is not - Students start to understand and appreciate representation in the media and challenge ‘celebrity’ stereotypes - Students are aware of the dangers of social media and how things portrayed on social media can be censored - Students know how to deal with cyber-bullying and where they can go for help.
Core Vocabulary - Man / woman - Male / female - Boy / girl - Media - Television / film - Magazines / newspapers - Celebrity - Beautiful - Reality - Social media - Relationships	Additional Vocabulary - Fiction / fictional - Representation - Cyber-bullying - Race - Religion - Age - Disability - Censorship - Sexuality - Sex / gender - Equality - Stereotype - Online harassment	

Appendix 2

Unit Title: Pregnancy and life cycles

About the Unit:

Students become aware of the facts of the human life cycle including the term (not the act) sexual intercourse. Students are aware that conception involves the fertilisation of an egg (female) and sperm (male). Students are aware of the development of a baby in the uterus and further development post birth, including the responsibilities of parenthood.

Intention: - Students understand/show awareness of the science behind pregnancy and understand that humans are a product of conception. - Students show understanding of the responsibilities of parenthood. - Students will be introduced to the correct, scientific language in relation to pregnancy and conception.	Implementation: <u>KS3</u> - Taught through Science as part of 'life cycles' this may form a single lesson or be taught over a series of lessons, depending on the class and method of teaching. - Students to be split into cognitive ability groups. - Reference made to Department Specific overviews and Scheme of Work - Focus on accurate/consistent scientific language - Students are introduced to the stages from conception, through developing foetus to birth to responsibilities of parenthood. - Led by a Teacher / class lead - One step at a time: small, coherent steps and focus on repetitions <u>KS4</u> - Pregnancy is taught as part of the RHSE: Sex education module, please see the relevant unit descriptor for overview.	Impact: - Greater body awareness - Understanding of reproduction and the human life cycle. - Understanding of the responsibilities of parenthood.
Core Vocabulary - Human - Conception - Pregnant - Pregnancy - Life cycle - Sperm - Egg - Womb / uterus - Birth - Baby - Full term	Additional Vocabulary - Umbilical cord - Breasts / breast feeding - Sexual intercourse - Fertilisation - Twins / triplets - Amniotic fluid - Embryo - Morning sickness - Foetus - Placenta - Nausea - Trimester - Bump	

Appendix 3

Unit Title: Sex Education

About the Unit:

This unit is aimed at students aged 14+ **usually** based in Key Stage 4 or the LOFT. This unit is subject to parental right to withdraw. This unit should only be delivered to students who have demonstrated the cognitive ability to understand the human body and interacting with other people (assessed by PSHE sessions) AND the social ability to understand their role in an intimate relationship. Students who meet this criteria will be discussed by Teachers and Leaders and this will be communicated to parents by way of a letter. Parents will then have the legal right to ask that their child is excused. (See attached flowchart).

This unit gives students the legal rights and responsibilities in relation to sexual intercourse, including what intercourse is, contraception, STDs/STIs, pregnancy and choices and where to seek help and advice. Students will explore aspects of intimate relationships including options to delay intercourse. The LAW relating to sexual intercourse, including marriage, consent, rape, sexual orientation etc. is always the basis of any teaching, with students encouraged to reflect on their own /their family /their community's attitudes and beliefs in relation to sexual intercourse and how this may influence their own decision making.

Staff will give information in a factual way, staff views and opinions will not be taught or conveyed in any way.

"It is recognised that there will be a range of opinions regarding RHSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens." (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. Section 76)

Intention:	Implementation:	Impact:
- Students recognise the characteristics of healthy one-to-one intimate relationships, - Students develop understanding that their wellbeing can be affected by choices they	KS3 <i>Sex Education is not taught in Key Stage 3, unless there is a specific need. This will be discussed with parents / carers and a bespoke programme will be delivered on a 1-1 / small group basis.</i> KS4 <u>General provision</u> - Students should be taught in same-sex groups. If this is not possible, parents MUST be informed. - This should be delivered by class lead (in some cases this may be a Higher Level Teaching Assistant who has attended the relevant training) - Ground rules are established at the beginning of every lesson (see below) <u>Relationships</u> <i>"An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults." (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. Section 32)</i>	- Students will have greater understanding of their own autonomy - Students will understand the rules (or law for older students) in relation to consent when interacting with other people. - Students will show greater

make in sex and relationships. - Students understand the need for an 'enthusiastic yes' from both parties for consent - Students understand that they have a choice to delay sex or to enjoy intimacy without sex. - Students are introduced to the facts about contraceptive choices, efficacy and options available. - Students are introduced to choices in relation to pregnancy (with medical and legal, impartial	- Students will learn that healthy relationships include mutual respect, consent, loyalty, trust, shared interests and outlook, and friendship. In some intimate relationships this <i>may</i> include sexual intercourse or other intimate acts. - How do we engage with different people (i.e. what is appropriate in different relationships) - Discussion around positive and negative aspects of relationships (red and green flags) - Images of couples will include a wide variety of different relationships including different ages, disabilities, mixed-race, and same sex couples. <u>Reproductive health, pregnancy & contraception</u> <i>"Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life."</i> (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. Section 71) - Pregnancy and how it relates to sexual intercourse, what happens throughout a pregnancy, complications and miscarriage. - How to prevent pregnancy (contraception) including choices, choices in relation to pregnancy (abortion, adoption, keeping the baby), how the law deals with these and reflect on different opinions in relation to this. - Students learn the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. - See website links below for example resources https://www.brook.org.uk/topics/contraception/ https://www.brook.org.uk/topics/pregnancy/ <u>Consent</u> <i>"Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment..."</i> (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. Section 78) - Consent will be highlighted in every lesson in a variety of contexts. - Consent will be taught as an 'enthusiastic yes'. - Students will be given information about where they can go or who they can speak to if they are concerned about any actions or events that contravened their right to consent or not consent. - Discussion will be had about when people are unable to consent, revisit 'cup of tea' video. https://www.youtube.com/watch?v=pZwvrXVavnQ <u>Sex, sexual intercourse, choice and identity</u> <i>"Effective RHSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. Effective RHSE also supports people, throughout life to develop safe, fulfilling and healthy sexual relationships, at the appropriate time."</i> (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. Section 70)	awareness of their responsibility towards others Students will be able to set boundaries more confidently.
---	---	---

information on all options, e.g. keeping the baby, adoption, abortion and where to get further help). - Students are aware that there are sexually transmitted infections (STIs), including HIV/AIDs, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. - how the use of alcohol and drugs can lead to risky sexual behaviour. - how to get further advice, including how	- ALL other areas of RHSE will be reinforced throughout teaching of specific sex acts. Consent, healthy relationships, the law and other factors (such as family opinions) will be pivotal in discussion and teaching of sex. - Students will find out about other ways of expressing intimacy such as holding hands, cuddling or kissing. - Students will be introduced to different types of sexual act, including oral sex, mutual masturbation and sexual intercourse. This will be delivered in a factual way with appropriate drawn images (sourced from Brook https://www.brook.org.uk/resources/ - 'Sexual Expression - RHSE for SEND' and the Down's Syndrome Association https://www.downs-syndrome.org.uk/about-downs-syndrome/lifes-journey/relationships-and-sex-education/ - Resources available to those who register with the website) - Students will be explicitly taught the relationship between sex and pregnancy, STDs. - Students will link positive relationships to positive sexual experiences and taught that sex should be a pleasurable experience. <u>Other areas</u> - Pornography, online risks including 'sexting', 'revenge porn' and grooming. - Where discussions of pornography arise, students will be reminded that: <i>"Pupils should know... that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours..." (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. At page 28)</i> - Students will also be taught the legal implications of sending / sharing nudes of themselves or other students at school (or any other child under the age of 18). <i>"Pupils should know... that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail" (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. At page 28)</i> - Most other aspects of Online Safety are taught through the Computing curriculum and general PHSE, however if and when topics or concerns arise, may be revisited in this forum. - Use of alcohol and drugs <i>"Pupils should know... how the use of alcohol and drugs can lead to risky sexual behaviour." (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. At page 29)</i> - This is likely to be covered in teaching of consent. Students will be reminded that consent must ALWAYS be sought for sexual encounters and that alcohol and/or drugs can mean that somebody is unable to give consent OR that they are more likely to agree to something they wouldn't do 'sober'. - Faith <i>"In all schools, ..., the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately</i>	
--	---	--

and where to access confidential sexual and reproductive health advice and treatment.	<i>handled.” (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. Section 20)</i> ○ Staff will teach the law, facts (with reference to British Values) free from judgement or own opinion. ○ Students will be encouraged to discuss and reflect upon their own beliefs in regards to RHSE. These beliefs will not be challenged unless the student’s comments (comments <u>NOT</u> beliefs) are sexist, misogynistic, homophobic or reinforce gender stereotypes. ○ <i>“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.” (Relationships Educations, Relationships and Sex Education (RHSE) and Health Education. Section 31)</i> ○ ● LGBT+ ○ <i>“There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RHSE programme, rather than addressed separately or in only one lesson.”</i> ○ Staff will use neutral terms such as partner or spouse as the preferred label. Where terms such as boyfriend/girlfriend or husband/wife are used, these will be used together regardless of sex/gender identity of group taught. ○ Staff will not offer an opinion or view on homosexuality, other than to confirm it is legal. ● <u>Where there is a conflict.</u> ○ Some of the protected characteristics may, at times, be in conflict with each other. No protected characteristic is given ‘higher’ status than another. ○ The role of protected characteristics is to protect those in one of the protected characteristics from discrimination. They do not give a right to use that characteristic to discriminate against others, particularly those who also have a protected characteristic. ○ As a school, Woodlands seeks to promote tolerance of each other’s beliefs and individual identities, the following script will be available for staff to use to promote inclusivity <i>without</i> challenging anybody’s personally held belief or identity. ○ “Many different religions include specific teaching about family and marriage, for example, some may believe that sex should be reserved for marriage and marriage should be reserved for male-female couples. The law in this country allows and respects the right of people to make these choices and live their lives according to these beliefs. The law also gives people the right to make other choices. All adult citizens of this country under the law may, if they wish, form intimate relationships with other adults of the same or different sex, and may marry or form a relationship with the person of their choice regardless of that	
--	---	--

	person's sex and, if they wish, bring up children together, regardless of marital status. We will come across a diversity of families and relationships in our society. We respect the rights of other people to enter into relationships which may be different to ours, or those of the faith or community we identify with. We should value the freedoms which this country's law allows to all individuals, including us." (Statement influenced by DfE guidance, found on Brook Charity YouTube page https://www.youtube.com/watch?v=EC6SGXskLbU&list=PLeUi8x-Rc2egcjQZ3trF5FhWD47z1a5iB&index=5 at 10 minutes 49 seconds)			
LANGUAGE – this is the formal language that will be used if these topics come up. For KS4 and FE, much of this module will be taught ONLY to students who have an understanding of sexual relationships.				
• Man / woman • Male / female • Boy / girl • Boundaries • Rules • Penis		• Vulva • Vagina • Attraction • Sexual intercourse • Consent	• Heterosexual • Homosexual • Gender • Sex • Public • Private	• Law • Legal • Capacity • Harassment • Violence

Appendix 4

Ground rules

We will:

- Be kind to each other.
- Listen to each other.
- Respect our rights to share different views.
- Take care with information we share about ourselves and others.
- Use the correct words for parts of our bodies and the things our bodies can do
- Treat each other and our teacher and staff with respect

Things to remember

- If you are worried or upset about anything we learn, you can talk to your teacher after the lesson and your parents/carers at home
- The teachers and staff promise to listen to you and to take you seriously, although they may wish to continue the conversation with you, without your peers
- It's okay to say "pass" if you don't want to answer a question
- Anything you say will be kept private, unless you say something that makes the teacher or staff think you need help. If this happens they might need to tell another adult they trust so they can make sure you are safe
- The things that are talked about in this lesson are private to this lesson and should only be discussed in this lesson, or in private with the teacher or staff and with parents/carers at home.
- Sometimes you may have a very private question or a question that the teacher cannot answer at the time you ask it. These questions will be noted and the teacher will address them at a later date, either with you personally or as a group if it's appropriate.
- Seek help and support if you are worried about yourself or your friends

Appendix 5 Parental right to withdraw

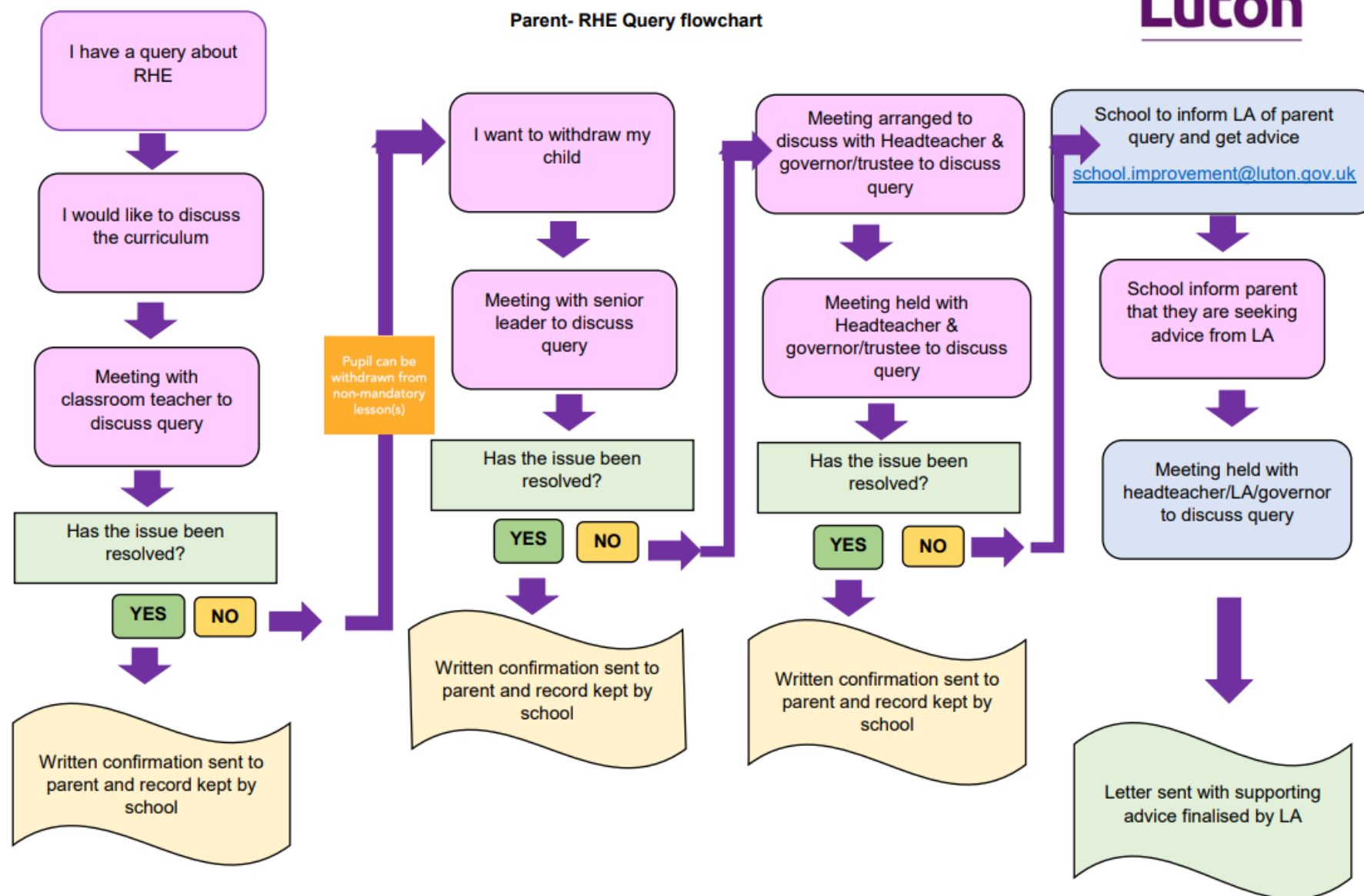
This chart gives an overview of parental right to withdraw. The subjects highlighted in orange are the ONLY subjects that parents can withdraw their children from, up until the term before the students 16th birthday – at which point the decision falls with the student, assuming that they have capacity to make the decision.

It is good practice to continue to check with parents their views about their child accessing subjects highlighted in orange. We will implement this good practice.

In the Schemes of Work, all topics that are subject to parental opt out are highlighted in an orange colour.

Relationships, Health & Science		Relationships & Health Education		Sex Education
Key Stage 3		Key Stage 4 & FE <i>NB: Continue Key Stage 3 learning as appropriate</i>		Key Stage 4 & FE (and bespoke cases)
Unit	<u>Key Areas of Learning</u>	Unit	<u>Key Areas of Learning</u> <i>(in addition to those described for Key Stage 3)</i>	<u>Key Areas of Learning</u>
Identity & Gender	Who am I? Aspirations Roles, gendered expectations and the pressures these create	Identity & Gender	What is my belief system and how does that impact on my identity? What are the aspects that make up who we are? How do I identify (this may include discussions around gender, sex, sexuality, attraction) LGBTQIA+ definition, if this topic arises .	Intimate relationships • How do we engage with other people • Red / green flags • Different types of intimate relationships Reproductive health • Contraception • Pregnancy (including options and miscarriage) • Fertility Consent • The link between consent and sex • The importance of communication • How to seek help Sex, sexual identity • Sex and sexual acts • The law in relation to sex and sexual acts • Reflections on family / cultural / community opinions on sex • STD's / STIs Other areas • Representation of sex in the media • Safeguarding • Sexting, pornography if this topic arises. • Alcohol and drugs and their link to sexualised behaviour
Relationships	Positive relationships; friendships & family (images and discussion will include a full range of diverse families that are legal in Great Britain), improving relationships	Relationships	Different types of relationship, with specific teaching on the legal aspects of marriage. Identifying abusive behaviours; identifying green and red flags; trust and jealousy, communication, accountability, break-ups, boundary-setting	
Consent	Introduction to consent; understanding boundaries; seeking consent, getting help	Consent	Consent & the law; signs of consent and no consent; digital consent; seeking support	
Bodies	Puberty, anatomy, correct names, hygiene, periods etc. Matters surrounding puberty and body changes	Bodies	Puberty, anatomy, correct names, hygiene, periods etc. Diversity in bodies; busting myths & misconceptions	
Media	Body image, diversity, representation, body positivity, social media	Media	Presentation of sexuality in the media; social media and censorship	
Science Reproduction	Human life cycle, what do we mean by the word conception			

Appendix 6



Appendix 7

How is Relationships, Health and Sex Education taught within the WISERR/PMLD curriculum?

Relationships, Health and Sex Education (RHSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The students following the WISERR/PMLD curriculum have different levels of understanding around body awareness, body health and body changes. RHSE is not taught in a discrete session, instead the key concepts are incorporated into practical activities that are useful outside and beyond school.

Areas relating to RSE may be focused on within ILOs (Individual Learning Objectives). Individualised objectives will be based on the student's needs, general cognitive development and existing understanding.

Students that have the cognitive ability to understand topics around RHSE may need a more specific programme and this should be discussed with parents and the school leadership team.

In common with all areas of the curriculum, from the age of 16, RHSE is considered in the context of the Mental Capacity Act (2005).

Topics related to Relationship and Sex Education

- **Hygiene and body changes-** Sessions may include activities relating to hygiene, their bodies and how bodies change. They may include how to take care of our bodies (deodorant, hair washing etc.)
Girls will be supported to become as independent as possible in managing sanitary pads when they begin to menstruate as detailed in the learning plan 'Toilet'
- **Relationships-** Students may have **social** objectives which relate to their skills in interacting with others and may include objectives relating to joint attention, co-operation and turn taking. Many students will have objectives and outcomes which relate to developing **emotional** resilience and managing their emotions and feelings and behaviour in different circumstances.
- **Appropriate behaviour and masturbation** - Students in the Pathways and PMLD departments experience puberty in the same way as all other students including mainstream students. This is because the hormones of puberty are released in the pre-teen and early teenage years even though their cognitive developmental stage is much lower. As they reach puberty, many students may begin to masturbate. This is generally considered a normal behaviour. However, if a student masturbates in a place where they can be seen by others, it puts them at risk of harm. The risk for individual students must be identified on a case by case basis and support plans put in place. Staff should refer to the document 'Developing a B1 behaviour risk assessment for students who masturbate in classrooms or other public areas'
- **Safeguarding – Any concerns, no matter how small, that arise through the teaching of RHSE should be reported to the Designated Safeguarding Leads following the schools policy on 'Safeguarding and Child Protection'** Staff are trained and committed to report changes in students.

Developing a B1 behaviour risk assessment for students who masturbate in classroom or other public areas

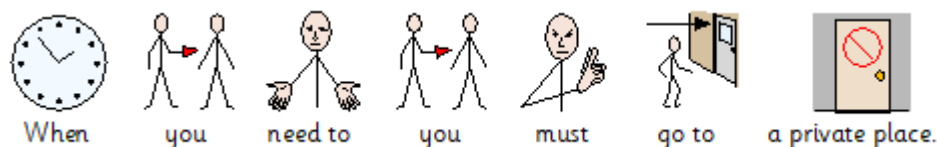
Students in the Pathways department and the PMLD department experience puberty in the same way as all other students including mainstream students. This is because the hormones of puberty are released in the pre-teen and early teenage years even though their cognitive developmental stage is much lower. As they reach puberty, many students begin to masturbate. This is considered a normal behaviour. However, if a student masturbates in a place where they can be seen by others, it puts them at risk of harm. The behaviour and agreed strategies will need to be documented in a B1 in the same way as any other challenging behaviour. The risk for individual students must be identified on a case by case basis but typical examples for students in the Pathways Department are given below.

In the community risks can include: Abuse from members of public, distress to members of public.

In the home risks can include: Abuse from wider family members/visitors, distress to family/visitors.

In school the risks can include: distress to others, reduced learning opportunities for the student and peers.

Many students in Woodlands KS3/4 and FE can be supported by a verbal or written explanation to help them to learn that they need to go to the bathroom, bedroom or other private place to masturbate. For example staff may say or write a social story, or provide a simple script with symbols. This would include information such as:



All the words in this phrase are quite abstract – they are not words that you can ‘see’ in the same way as more concrete words such as nouns (names of objects, animals, places and people) or some verbs (actions such as walking). The phrase is also ‘away from the here and now’ because it refers to a future event at an unspecified time when the student has noticed their body has changed in some way. Even with the word ‘private’ being changed to a specific place, the sentence still needs the student to understand the first part of the sentence for it to be effective.

The majority of Pathways and PMLD students are functioning at P4 or below (equivalent to 12 – 18 months) with some being P5/6 (18-24/24-36 months). Students at this level cannot understand explanations or instructions about what they should do at another time and place and why they should do it.

Symbolising the sentence will not support the student to a level of understanding where they could act unprompted.

Therefore, students operating at this level are dependent upon staff to use strategies (take actions) to reduce risk while balancing this with the need for students to access a variety of learning experiences through the curriculum. Although all students are individuals and there are differences between classes and homes, strategies can be organised into groups dependent upon the situation. These are listed on the next page and can be used to support class teachers to lead class team discussions while developing a B1 and making changes to the environment. As with any other challenging behaviour, the B1 will need to be shared with parents.

Developing the B1 – strategies and questions

First situation - The student appears as if he is attempting to masturbate – e.g. putting hands inside trousers or skirt or beginning to rub themselves on furniture.		
Staff actions	Environment/others	Teacher notes
Strategies based on distraction/redirection and verbal/gestural requests e.g. • Motivators offered • Directed to activity • Offered a turn in a group activity • 'Sit up' • 'Hands out' Do not use phrases such as 'It's dirty' Other students may copy your model	As a team ask yourselves: • Is there enough activity and/or resources to keep the student occupied? • What are the barriers to providing more or different activity? • Does the seating arrangement need to be changed? • Do soft areas need to be changed or removed?	Identify the times, places and or activities that the behaviour is most likely to occur. Discuss with Department leaders before contacting parents by most appropriate means e.g. through home school book, telephone or face to face. Emphasise to parents and class team that this is a normal behaviour and usually reduces over time.
Second situation - The student is persisting their attempt to masturbate and distraction; re-direction has not stopped them		
Staff actions	Environment/others	Teacher notes
Strategies based on moving student to toilet area or other safer space providing it is safe to do so e.g.: • Verbal and or AAC to communicate – 'get up' and then 'go to the toilet/bathroom' • Friendly Team Teach guide • Single elbow guide if student cannot be shielded from others	As a team discuss • Which toilet/area of toilet are you going to use? • Can the student be seen by others if they walk in? • Is the student safe in the environment of the toilet/ cubicle if they are not supervised?	Plan your team's actions to minimise drawing attention behaviour as student may enjoy attention and others will be distracted Manual handling policy still applies – you cannot lift a student except in an emergency e.g. in the middle of the road
Third situation – The student is persistently masturbating, may have genitals exposed and cannot be safely be moved out of the room/area and risk needs to be reduced within the room/area		
Staff actions	Environment/others	Teacher notes
Strategies based on keeping student out of view of others e.g.: • Enclose with screens • Use a blanket if screens not available • Distract/direct other students away • Provision of restrictive clothing e.g. a boiler suit may be required	Consider with the team • Can the student be seen by others through windows? • Do other students need to leave the room? Where will they go?	School policy is that the classroom door should not be routinely covered Clothing that prevents the student from masturbating is a form of restraint and has associated risks If you wish to consider using clothing to reduce risk it needs to be discussed with Department Leaders and agreed with parents.

