



Relationships, Health and Sex Education Policy

Policy Owner	Sophie Evitts (Sarah Preece)
Role	Deputy Headteacher
Date issued	July 2022
Chair of Governors Signature	Suzanne Millership-Liddle
Date and Minute Number	18th July 2022 - 905

Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
Dec 2022	Dec 2023	SE/SP	Masturbation edits/ diversity edits		
	February 2023	SE/SP	Harmful sexual behaviours and risk assessment		

	March 2023	SE/SP	Defined RHSE for informal and semi-formal learners, added information on forced marriages and laws. Added a further help and guidance section and amended MER 1 letter.		
July 2023					

Introduction

Relationship, health and sex education must be taught to all pupils regardless of developmental age. Equipping pupils with the knowledge and skills they need to keep themselves safe is a primary concern. This policy has been informed by pupil, parent and staff voice. Staff training, parental surveys and pupil feedback have influenced the school's approach to curriculum content and delivery methods. This includes health education, citizenship and sex education.

We want our pupils to:

Belong	Believe	Be Brave
<ul style="list-style-type: none"> -To keep themselves safe and recognise risks -To recognise who cares for them and experience caring and respectful relationships 	<ul style="list-style-type: none"> -To understand and look after their physical health and mental health -To express my wants, needs and preferences in relationships 	<ul style="list-style-type: none"> -To execute their right to consent and choice -To experience safe intimacy and safe intimate relationships

Teaching staff will:

- Provide learning opportunities to develop confidence in choices
- Use a school wide relationship vocabulary to support comprehension of relationships and safety
- Maintain consistent and positive relationships with pupils
- Promote the importance of positive physical and mental health; including healthy eating and wellbeing
- Deliver dignified, clear and non-judgmental relationship and sex education
- Tailor content and teaching to meet the specific needs of pupils at different developmental stages, ensuring that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law
- Identify specific pupil needs through the person-centred planning tool, setting personalised learning intentions across the PfA areas (friends, relationship and community; good health; independent living)

- Utilise Journey to Learn assessment, behaviour plans and Sensory toolkit assessment to help identify pupil needs
- Use the [RSHE curriculum mapping](#) (mapped to statutory guidance) to plan and resource lessons to meet individual pupil need
- Seek advice and guidance from specialist roles in school and outside agencies where required (RSHE Lead, DSLs, Team Teach Tutors, Designated Teacher, Family support workers, Health and Personal Care team, senior mental health lead, occupational therapist)
- Report sexualised behaviours in accordance with the child protection and safeguarding policy
- Communicate learning with parents via BOOP

Health and Relationship Education Curriculum Content

At Brackenfield health and relationship education is embedded throughout the curriculum. Content can be found in all life skill subjects; Community participation, Good Health, Employment and Independent Living.

- Community participation: caring friendships, respectful relationships, personal safety, public and private spaces.
- Good Health: families and people who care for me, caring friendships, mental wellbeing, physical health and fitness, health and prevention, basic first aid, learning about their own body and private areas, changing adolescent body
- Employment: mental wellbeing
- Independent living: families and people who care for me, caring friendships, online relationships and media, healthy eating

Informal pupils follow a 'learning to be' pathway to allow them to engage and make choices. They mainly use an embedded approach including songs, narrative and call and response sessions to teach some elements of RSHE such as body parts, consent and encouraging pupils to make choices.

Semi-formal pupils follow a 'doing to learn' pathway to allow them to develop independence and functional life skills. They use several approaches including an embedded approach, small group sessions and discrete sessions where hands-on models, social stories and sensory stories with dolls are used to teach RSHE concepts such as relationships, personal hygiene and puberty. Sessions are practical, in context and repeated to ensure learning is life-long.

Curriculum content is supported by interactive resources boxes covering a variety of areas; consent, personal hygiene, drugs, alcohol, SRE, virtual online safety. These boxes are reviewed and developed by Pathway Leads, informed by pupil and staff voice.

Addressing Diversity

We promote diversity for individuals, couples, families, sexuality and awareness of needs through the learning resources we use, including meeting new people, talking and meeting our families and through the stories we read and recall. We also promote diversity through the SMSC and World About Me curriculum offer.

We aim to eliminate discrimination, harassment, victimisation and ensure we foster good relationships and ensure equal opportunities are given to people who have protected characteristics. There are 9 protected characteristics in the Equality act 2010 which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. When teaching, we ensure we promote diversity by changing social stories to different genders, race or families, using different skin tones in widget/ Inprint, offering a range of scented deodorants for good health or using neutral language such as penis in vagina sex when teaching sex education.

We aim to reduce stigma around health needs by ensuring pupils have access to period products around school, access to personal care facilities and the choice to request showers within school time.

Where appropriate, we discuss laws around relationships and health education such as forced marriages including raising the age to 18, Female genital mutilation (FGM) and the age of consent for sexual activity.

Sex education Consent and Parental Communication

Parents are informed at the start of MER 1 what relationship, health and sex education including around sexual health and puberty that will be covered in the school year in their child's class. (These can be found on the class page on our website.) This is to ensure any personalised needs can be addressed and parents can continue the conversations at home. Parents have the right to withdraw their children from sexual intercourse lessons. Parents will then be informed closer to the time of sensitive topics before topics are covered and will have communication on their home-school diaries with how the children engaged with the topics.

Parents can also access additional support through the early help team.

Letter to parents template:

Dear Parent/Carer

Nowadays there is a vast amount of, sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc which young people may have access to, and this can sometimes make an already confusing time seem even more complicated!

Therefore, as part of the school's wellbeing and relationships curriculum your child will soon receive lessons on relationships, sexual health and puberty.

The purpose of Relationship, Health and Sex Education (RHSE) is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

We aim for our pupils to grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school may reinforce what you are already doing at home.

Coverage includes love, marriage and relationships; puberty; menstruation; personal hygiene; reproduction. The key aims of the learning are to:

1. Know about a range of relationships and family lifestyles
2. Know about forming positive relationships
3. Know that individuals have rights and responsibilities within a relationship
4. Know how the body works in relationship to sexual activity
5. Know about the range and purpose of male and female contraceptive methods and sexually transmitted infections
6. Know which agency is able to give advice on sexual health

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

You are welcome to contact your child's class teacher to discuss the programme or to view any of the teaching materials used.

For further information, please contact the school office and we will arrange a phone call or meeting to discuss the content of the programme before it begins.

The government guidance states it is mandatory to teach relationships and health education including the science behind conception (part of the science national curriculum) to all pupils in an appropriate way. Parents can withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum. If you wish to withdraw your child from all or part of the schools sex education programme please complete the slip below accordingly.

Yours sincerely

XXXXXXXX

.....
I request for my child to be withdrawn from the sexual intercourse lessons.

.....
Name of child

.....
Signature of parent

Lets stay safe lessons (semi-formal)

Where appropriate, pathways run weekly boys and girls lessons which explore more sensitive content in smaller groups, to reduce embarrassment, maximise impact and remove ambiguity. These groups look different across pathways. This content is not measured against targets but staff must ensure knowledge and skills are embedded. Progress is tracked through Friends, relationship and community and good health outcomes on b-healthy each MER window and follows the pupil throughout their

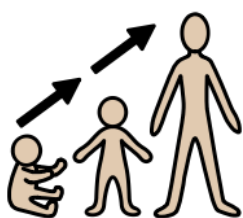
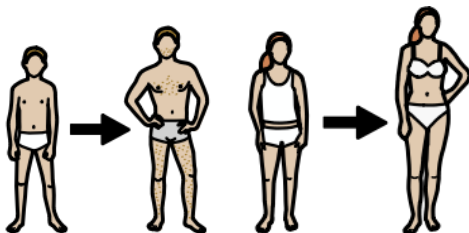

education at Brackenfield. Strategies such as repetition and peer coaching support meaningful learning and promote embedding of the relationships vocabulary across the school.



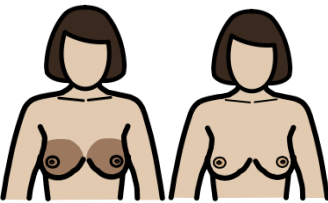
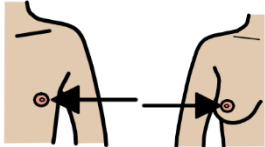


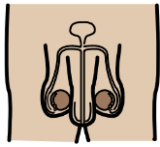
These sessions are also influenced by parental voice and pupil voice. Through parental communication, we aim to support pupils to access pastimes of growing up they might miss out on in the wider community. This year, parents expressed a preference for experience different forms of transport. This will be covered in class teams but also safety risks will be discussed in travel training sessions to embed risk management strategies. We have invested in a track, bikes and scooters to support pupil confidence and experience with a variety of transport options.

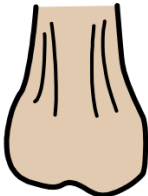

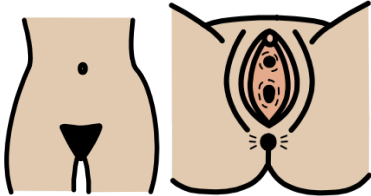
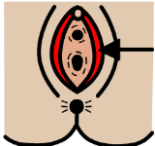
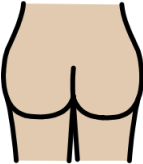
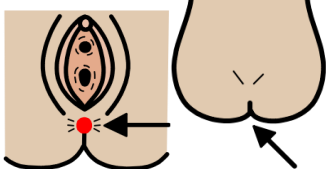
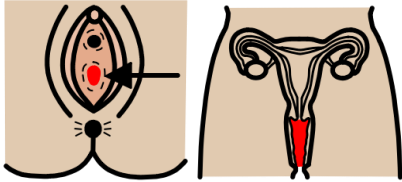
We also have external visitors who run bespoke session for pupils identified as needing additional support and content such as Derbyshire LGBTQ+ visitors and health professionals.


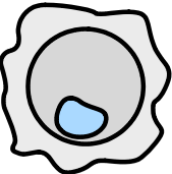
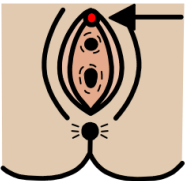
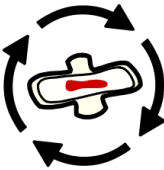

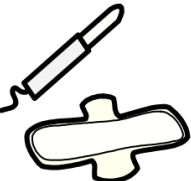
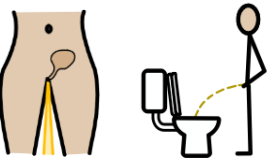
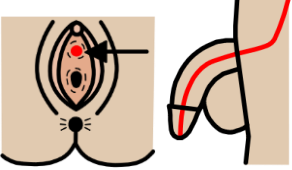
Relationships Vocabulary

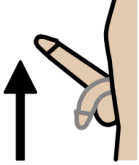
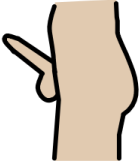





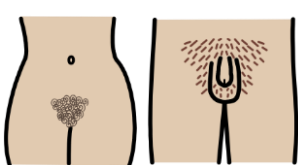

As a result of staff training and parent voice, it became evident relationship language was ambiguous and confusing for pupils. All parents and staff wanted clear vocabulary to use when teaching about relationships to support receptive language and communication. Each word has a key word, Makaton symbol and sign. This vocabulary list will be reviewed each year, including parental and pupil input.


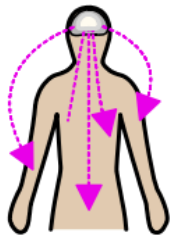



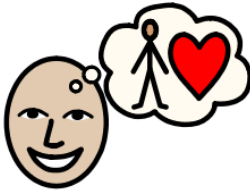
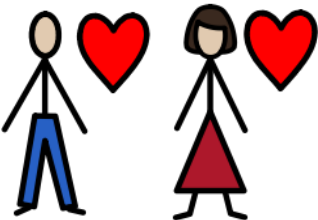
Vocabulary	Symbol	Inaccurate words to address
Growing up		
Puberty		
Child		

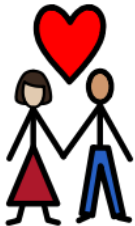

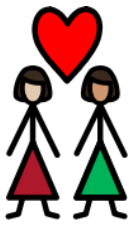

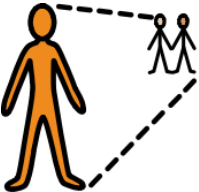

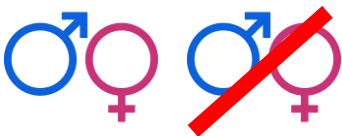
Teenager		
Adult		
Breasts		Boobs, tits, bosoms, bazookas
Nipple		Nips
Pectoral muscles/ chest		Moobs, man boobs
Penis (shaft)		Willy, dick, pecker, nob, cock, prick, pork sword, sausage, pickle, flagpole
Glans (penis tip/ head)		Bellend, helmet, turtle head, chap
Testes (inside scrotum)/ Testicles		Balls


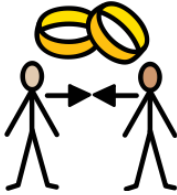




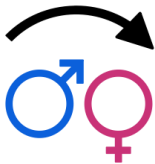

Scrotum		Sack
Sperm		semen
Vulva		Fanny, tuppence, flaps, minge, minny, flower, mary, vagina (incorrect- this is the hole)
Labia		Inner flaps
Bottom		Arse, bum, cheeks
Anus		Arse hole
Vagina		Front bottom, front hole



Ovaries		
Egg		Ovum
Clitoris		Bean
Periods		On the rag, painters are in
Menstruate		
Period products; pads/ tampons / panty liners/ period pants		Slab
Urine		Wee, pee
Urethra		Pee hole

Erect		
Erection		Hard-on, boner, morning glory, stiffy
Masturbate		Have a fiddle, wank, pulling one off
Wet dream		
Ejaculation		Jizz, cum, splooge, spaff
Orgasm / climax		Cumming, jizzing
Foreskin		Hood
Pubic hair		Bush, carpet, pubes
Underarm hair		

Facial hair		
Hormones		
Premenstrual tension /PMT		
death		
Birth		
Sexuality / fancy		
Boyfriend / Girlfriend		

Straight / heterosexual		
Gay		
Lesbian		
Bisexual		
Asexual / by myself		Doesn't fancy anyone
LGBTQ+		
Gender / non-binary		

Transgender		
Marry		
Separate / split up		
Divorce		
Condoms		Skin, johnnies, rubbers
Pregnant		
Masturbation aids		Sex toys
Private places		

Public places		
Consent		
Sexual intercourse		Shag, sex
Pornography		Porno
Female genital mutilation		Being cut
Drugs		
Alcohol		

Inappropriate and sexual behaviours

Harmful sexual behaviours (HSB) are developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

For more information please [click here](#) for NSPCC advice.

Masturbation

([NHS advice and guidance](#))

Masturbation is completely normal and extremely common. It is meeting a natural sensory need. People of all ages masturbate and it's often the first sexual experience they have. Not everybody enjoys masturbating and there's no reason to do it if you don't want to.

Masturbation is when you get sexual pleasure from touching your genitals, usually with your hand. You can masturbate yourself or a partner. Masturbation usually leads to an orgasm but doesn't always.

Generally, men and boys masturbate by rubbing or moving their hand up and down their erect penis. Women and girls may use their fingers or hand to rub the area around their clitoris or vagina.

Masturbation and touching of private parts becomes inappropriate when done away from the bedroom and a private place. This is dealt with at school as harmful sexual behaviour please see the procedure below.

Masturbation within the curriculum

Teaching and learning about masturbation will only take place with parental consent (withdrawal option). Masturbation will be covered for boys and girls where appropriate for the individual; this will be on a 121 basis or in single sex groups. This will be judged on a case by case basis, and will likely cover the following:

- What masturbation is
- Where we can masturbate (in private)
- How to keep yourself safe and preventing injury- personal hygiene
- How to keep yourself safe- exploitation

In most cases, lesson content will be shared with parents/ carers prior to delivery, to ensure parents feel informed to support their child at home.

Procedures for dealing with harmful and problematic sexual behaviours

When a harmful or problematic sexual behaviour is displayed by a pupil related to their genitals, a Functional Behaviour Assessment and Sensory Toolkit will be completed to establish whether the behaviour/ sensory need can be met through other sensory input. A harmful sexual behaviour risk assessment will also be completed and shared with parents to mitigate risk and protect and support anyone involved. This includes all pupils, from 3 years upwards, as any touching of private parts is considered inappropriate away from a private place.

There are a number of aspects to consider when considering the appropriate strategy to support the young person displaying this behaviour; impact on behaviour and frustration, cognitive understanding to reach climax and frequency/ location of behaviour. All aspects will be considered and addressed as part of the young person's behaviour support plan completed in conjunction with the senior leadership team and parents.

Where masturbation or sexual behaviours can be avoided in school, the pupil understands this and the impact on behaviour/ pupil wellbeing is not significant- pupils will be directed to masturbate at home.

For pupils with more complex needs, who lack cognitive understanding and whose behaviour and mental health are significantly impacted by the need to masturbate- pupils will be directed to a private space (usually a locked toilet cubicle). This is an absolute last resort to ensure the safety of the individual. This is not a long-term solution and the team around the child will be consulted to attempt to stop this behaviour as soon as possible in school.

Every incident of inappropriate touching of private parts will be reported through My Concern and logged as 'sexual activity'. This will be the only type of incident reported under this category, therefore we will have an accurate understanding of this within school. Parents must be informed if there is an incident within school; this applies to any reportable incident.

Puberty and Menstrual Education

Puberty, health and relationships are taught to all pupils at an appropriate level to help them to understand their own bodies and skills to keep themselves safe. This is taught as an embedded approach each week as part of our good health and friends, relationships and community sessions.

Menstrual education can be very scary for young girls, particularly when developmentally their learning is delayed. Therefore we have an extensive range of resources to prepare girls for this change in their body. This is delivered alongside communication with home, to ensure anything learned and discussed in school can be followed up. There are practical resources, including a life size vulva model which menstruates. Knickers and period products to apply as well as social stories to demonstrate how you might feel when on your period.

To ensure sessions are meaningful and in context, we use a range of realistic learning aids, make and female anatomical models, stories (social stories and Kings princesses ducks and penguins series), role play and sensory stories using dolls.

Digital Resilience and Online Safety

In addition to the content in the online safety policy and acceptable use of the internet and electronic communication policy, pupils have embedded online safety lessons linked to their PLIs to increase their digital resilience.

Early use of digital technology has been shown to improve language skills and promote children's social development and creativity. However, the risks to personal safety and inappropriate content are a growing concern and constantly changing. Pupils have vital information to the digital world and as a result we hold regular pupil voice sessions to learn about the latest trends, interests, concerns and plan meaningful pupil-led initiatives to support the school community.



Pupils all have a school computer account. These are used on laptops. Accounts are set up as:

Username – first initial surname

Password – password1 (set to **not** ask to be changed on first log in)

Pupils are then supported to change their password when pupils can log on to the computer independently.

Pupils save work on the server in the 'our work' drive. Each pupil has their own folder.

Pupils have an online safety report log to report any online safety concerns to staff. This is scanned and added to the safeguarding log.

iVengers Special Agents

Pupils with SEND struggle to transfer skills learnt in the classroom to the outside world. Often pupils with SEND can verbalise a rule and recite how to stay safe, but fail to notice the risks when they occur in the moment. Pupils with SEND are often captivated by devices and technology, with skills which surpass their generalised ability to access the world around them. This too causes additional risk and vulnerability as pupils are exposed to potential risks by chance. Pupils with SEND maybe developmentally and cognitively impaired, however more often than not, their online experience is similar to their neuro-typical peers. Special Agents creates an open dialogue with pupils, staff and parents about what pupils are doing online and how to do it safely.

Special Agents are focused on immersive learning creating a positive digital world common language embedded in the school community.

The main objectives are:

- To create a digital persona
- To demonstrate how digital life should be
- Facilitate positive online experiences
- To open up access to the positive digital world
- Facilitate in the moment problems leading to problem solving
- Learn the steps to access content we want
- To support peers with learning

Creating a Digital World and Immersive Environment

At Brackenfield, online safety replicates the curriculum models. We immerse pupils in online activity which is accessible to them supporting progress through motivators, strengths and needs. We promote positive online experiences to enrich pupils' opportunities in a digital world.

You Tube is the most common online experience in school. It starts at home, families use You Tube to motivate even the most complex SEN needs at home and support regulation.

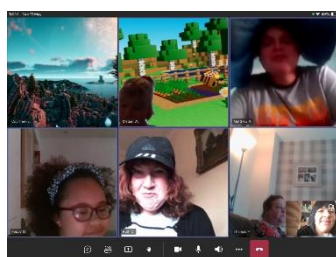
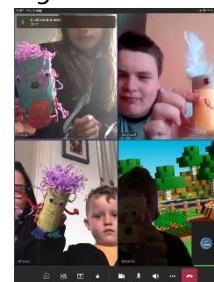


Within the informal curriculum, pupils have videos embedded into routines. Videos are shared with home and chosen to reflect pupil interests. Our immersive classroom is interactive, along with our sensory rooms and portable sensory projector- promoting cause and effect opportunities. iPads are used to take photos to support communication in the moment- to improve clarity of messages, to support pupil understanding and decision making.

In the semi formal curriculum, pupils also use videos to listen to stories, learn new signing, make and watch videos of themselves and their friends as well as help structure their day. Pupils have access to iPads with games focused on early maths and literacy skills- as well as early communication. Pupils continue to use YouTube but for enjoyment purposes- this ever growing sense of independence on an iPad has huge impact on confidence. Pupils explore desktop devices to draw, find photos of interest, play games and communicate with peers.



All pupils have Teams accounts. These are used for video calls with pupils who are at home, if they wish to engage with lessons in school. Classes call other classes within school too. Pupils can access Teams outside of school. This platform is promoted for pupils to message each other in the chat function. This is monitored by staff and when problem arise can be addressed straight away in the classroom. Pupils use Microsoft applications as part of the independent living curriculum, on laptops and iPads. This not only teaches them the skills to use these, but opens up accessibility from home as well. Visually impaired pupils are taught the steps to use audio features and increase font size etc. Pupils are taught the importance of keeping passwords safe and changing them. This is a hard but necessary life lesson- knowing how to reset your password.



We host virtual enrichments- including both primary and secondary aged pupils. This happens after school via Teams. Pupils have a focus for the session, it might be games or an arts and crafts club. This is chosen through pupil voice. School supply arts materials for pupils to take home and complete the project over Teams. Staff are also involved as role models, to model expectations replicating what we do in school.

Pupils use devices to take their own photos to support recalling information, sequencing, comprehension and communication. Pupils are given problems to solve to teach online safety rules, in contexts they access, to ensure safety is transferable and not just a learned script which is not applied.

In the formal curriculum, pupils are equally as immersed as all the other pupils across school. In this curriculum model it is very clear how pupils can navigate and manipulate the digital world with low levels of literacy and numeracy. We are keen to empower our students to be confident in a digital world- where usually they would feel vulnerable and different. Pupils take part in virtual enrichment, daily communication between friendship groups on platforms set up by school. By introducing Teams, pupils have moved away from games like Roblox to communicate. This has reduced the risk online as Teams is secure and managed by school. By promoting positive online activity and celebrating it- emailing opportunities to staff and peers, blogger style videos, onsite games consoles, iPads and curriculum apps- pupils have learned online experience to transfer at home. We continue to remind of rules and risks applicable to the activities the pupils do.

Quality Assurance

Relationships and sex education is quality assured as part of the full school quality assurance process. This includes real feels, pupil voice, parent voice, lesson observations (where appropriate) and accreditation of the BERT award through Derbyshire.

This policy is approved by the board of Governors every year.

Sex and Relationship Education

Sex and relationship education is delivered to pupils as a standalone subject. Aspects are also covered through the Let's Stay Safe! Boys and girls lessons. Parents have a right to withdraw their children from this aspect of relationship education only. Withdrawal letters are sent out by class teachers during MER 1, and kept as valid for the remainder of the academic year. Letters include a clear outline of curriculum content and invites parents in to discuss the lessons before it is delivered to the pupils.

Sex and relationships education assessment will not be measured against targets but staff must ensure the knowledge and skills are embedded and use the B healthy assessments grids to track progress. If pupils are not able to learn how to keep themselves safe this must form part of the discussion when setting personal learning intentions, Annual Reviews and other face to face meetings. At transition into KS4 there must be a plan recorded throughout the Annual Review process about how to equip pupils with the necessary skills and knowledge to keep themselves safe.

Annual reviews often bring intimate areas of concern for parents of growing children. Teachers and senior leaders offer advice, guidance and signposting for areas such as puberty, masturbation, sexuality and intimate personal hygiene.

During KS4, class teams work with local health teams to provide practical safe sex advice and guidance. This includes the demonstration of contraception and visual images of STIs.

Safeguarding SRE focused Group

Working alongside the pastoral team, senior leaders identify pupils via safeguarding data to take part in an enhanced SRE programme. This group is led by a confident SRE practitioner in school and supported by members of the pastoral team. The staff supporting the group have an open-door policy to pupils attending the group should there be any follow up questions or concerns after the sessions. The safeguarding reports for each pupil are used to influence the content of the sessions and focus on the highest risk for the pupil. Parents consent is requested and feedback is given to parents so support can be continued at home. Typically, content will include:

- Friendships
- Legal responsibility
- Online safety
- Puberty
- Masturbation
- Personal hygiene
- Sexual relationships
- Exploitation

Further help and guidance:

Please remember if you are worried about anything or need any advice or support with puberty changes or behaviours such as masturbation or grinding please email earlyhelp@brackenfield.derbyshire.sch.uk

Early help are able to provide support such as social stories, packs and sign post you to further advice if needed.

We also have an a Relationship, health and sex advice page on our website with useful information and videos [here](#).

Please read alongside the following policies:

- Drugs and Alcohol policy
- Children Protection and Safeguarding policy
- Teaching, learning and outcomes policy
- Personal Development policy

Updates, Review and Management of policy

The RSHE policy is updated as and when needed and reviewed on a yearly basis by SLT and RSHE lead. The policy is approved by governors.