Relationships & Sex Education Policy

Date	March 2026
Approved By	Teaching & Learning Committee
Date Approved	5/5/26
Review Date	March 2027
Staff role responsible for review	Deputy Headteacher

This policy applies to all stakeholders within Ivel Valley School & College

Introduction

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. This learning is integral to the ethos and values of Ivel Valley. RSE plays an essential role in safeguarding children through supporting them to understand the difference between safe and abusive relationships and equipping them with the skills to get help if they need it. RSE involves a combination of sharing information and exploring issues and values. It promotes pupils' respect for themselves and others and supports the transition from childhood through adolescence and into adulthood. RSE is not about the promotion of sexual activity.

DfE guidance emphasises how important RSE is:

"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support."

Relationships Education must be provided to all primary-age pupils; Relationships and Sex Education must be provided to all secondary-age pupils. We must provide RSE as per the Children and Social Work Act 2017. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Relationships and Sex (RSE) and Health Education is statutory in all state-funded schools; this policy is written in accordance with the Department for Education (DfE) statutory guidance. The statutory policy guidance covers Relationships and Sex Education, not Health education, which is why it is not referenced in this policy. Health education will be taught in accordance with statutory guidance.

'Children' includes everyone under the age of 18. At Ivel Valley, our young people may stay in our college provision until they are 19 years of age. Due to their vulnerability, this policy will continue to be used until they leave Ivel Valley. When we refer to 'children' and 'school' in this policy, we also cover 'young adults' and 'college'. This policy also applies to pupils in the Early Years Foundation Stages (EYFS).

This policy was developed in consultation with staff, pupils and parents/carers. There is ongoing consultation with all stakeholders to ensure that we receive meaningful feedback regarding RSE teaching.

RSE delivery will be monitored through planning scrutiny, observations and pupil feedback. Pupils' development in RSE is monitored by class teachers as part of internal assessment systems. It is recognised that sex education is a very difficult area to assess and that most assessment will take place by listening to pupils, asking questions and through discussion.

This policy will be reviewed at least every year or in the light of any related issue that may occur, such as any new findings arising from educational research, local or national guidance. At every review, parents and carers will be consulted, and the policy will be approved by the governing board.

The purpose of this policy

The aims of RSE at Ivel Valley are to:

- Offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and needs of the pupil
- Ensure that RSE is integrated into the curriculum and not isolated, taken out of context, over emphasised in any way
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils understand that they have rights over their bodies
- Prepare pupils, to the best of their abilities, for the opportunities, responsibilities and experiences of life
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols

The purpose of this policy is to provide guidance and understanding for staff and families around how we will meet these aims.

Consultation

Consultation with school pupils has shown that:

- They know that it's important to learn about friendships, emotions and their bodies
- Some pupils feel uncomfortable talking about 'personal' things, so they 'get on' with RSE
- They know that RSE is important for their future - they want to know what to do when they get older
- One pupil said, "if you have anything wrong with your body, you need to know what it is and what the words are"
- They want to keep talking about mental health

Consultation with college students has shown that:

- They want to keeping learning about all different types of relationships and to understand different changes in their bodies
- They know it's important to learn how to have safe relationships
- They find it interesting to learn facts related to RSE and feel that they learn a lot of important information in their RSE lessons
- They appreciate sensitivity and the ability to opt-out
- They like learning information that helps them to be more independent.

Consultation with families has shown that:

- They want their children to learn information that will keep them as safe as possible
- They want their children to learn about healthy relationships
- Some worry about information being taught to their children before they are ready
- Some worry about the risk of bias of beliefs that are being taught to them
- Some worry about their children's understanding, especially if they have significant communication barriers.

Consultation with teachers has shown that:

- They feel that we have a good coverage of topics in RSE
- They know where to find resources that they need for teaching RSE
- They use three core strategies to ensure that their RSE teaching is inclusive:
    - Structural adaptations: streaming and grouping, 1:1 interventions, and dynamic responses to 'in the moment' questions
    - Pedagogical tools: adapted resources, visual and concrete supports and role play
    - Inclusive & sensitivity: inclusive language, proactively discussing scenarios that are relevant to pupils' lives and respecting belief systems.
- They recognise that a pupil's body and social life may develop faster than their processing speed, and they deserve the tools to stay safe regardless.

Subject content and delivery of RSE

The content of the RSE curriculum is driven by the DfE statutory RSE guidance. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships; RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds.

At Ivel Valley, pupils experience an integrated curriculum. Our curriculum is arranged into four prime areas and four specific areas. The prime areas are: personal, social and emotional development; communication and language; physical development; life and living skills. The four specific areas are: literacy; numeracy; understanding the world; expressive arts and design. The statutory RSE curriculum has been integrated into the 'areas of learning' documents, for these prime and specific areas of learning. This aims to support teachers to deliver RSE throughout the curriculum, to encourage the teaching of RSE to be meaningful, to encourage RSE to be embedded into learning activities, and to support teachers to personalise the curriculum for individual pupils.

There is differentiation between relationships and sex education, where sex education is taught, but they will often be taught side-by-side. Relationships education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics, such as sexual violence, in order to keep children safe.

From **Key Stage 3**, we encourage teachers to consider discrete sessions to explore sensitive aspects of RSE, including puberty; this may need to be earlier for some pupils, depending on individual need. **Key Stages 4 and 5** have discrete RSE sessions. There is clarity in the curriculum around which topics can only be delivered at secondary age.

For KS5 students, a specific **RSE at college** plan has been developed, using the PSHE Association SEND

Framework. This is recognition that at this age teachers may teach certain topics out of sequence to ensure all students have the skills needed at an age-appropriate level. This is particularly important due to the vulnerable nature of our students.

It might be appropriate to split groups into single-gender groups when teaching some sensitive areas of sex education to support pupils to feel comfortable; many teachers report this being a successful strategy. This is down to the discretion of individual teachers. Teachers may sometimes work together to deliver RSE for small groups of pupils working at similar stages within the curriculum.

In all year groups, it is the responsibility of the class teacher to ensure that the statutory RSE curriculum is integrated into their planning.

Further information about the content areas of the statutory curriculum and how this is mapped into the Ivel Valley 'areas of learning' can be found in Appendix 1. The DfE statutory curriculum for RSE was updated in August 2025, with the requirement for schools to be compliant by September 2026. Teachers have received training on these changes and our curriculum will be updated accordingly.

It is important that teachers maintain communication with parents/carers about what is being taught within RSE at any time, so that there can be consistency and understanding between home and school. Parents / carers can make a request at any time to see the resources that are being used to teach their child RSE; this can be done through putting a request in writing to the Headteacher.

Making RSE accessible

At Ivel Valley, every pupil has an Education, Health & Care Plan (EHCP) that identifies their Special Educational Need and Disability (SEND). DfE guidance on RSE refers to teaching RSE to pupils with SEND, and it is important that staff remain aware of these key points:

*"Relationships Education, RSE and Health Education **must be accessible** for all pupils…High quality teaching that is **differentiated and personalised** will be the starting point to ensure accessibility. Schools should also be mindful of the **preparing for adulthood outcomes**, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND… In special schools […] there may be 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, developmentally appropriate and delivered with reference to the law**."*

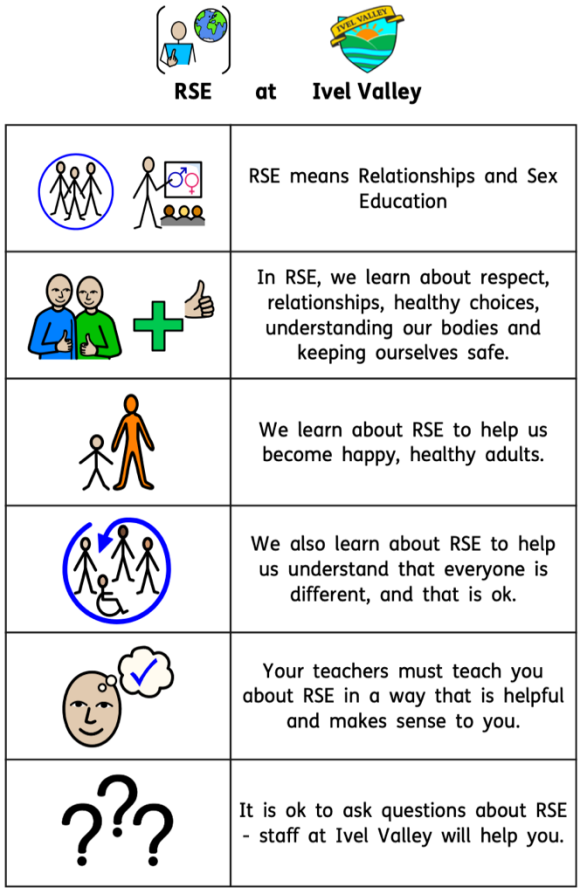
We recognise the increased level of anxiety that staff and parents/carers can feel around teaching RSE to pupils with SEND, and families have told us that presenting information in an accessible way for their children is important to them. The Equalities Act provides the guiding principle that pupils with SEND *must* be able to participate in the curriculum, so RSE *must* be provided and accessible.

Our staff know that in order to successfully deliver RSE, they need to build supportive and trusting relationships with pupils, where healthy relationships can be modelled and pupils feel able to learn in a safe environment. For some pupils, open and honest discussion is important; for others, appropriate specialist strategies such as Intensive Interaction help to build these relationships.

Training is provided to teachers on making RSE accessible to our pupils and we explicitly link RSE with safeguarding in training. The 'areas of learning' curriculum documents signpost teachers to specialist teaching resources, which have been carefully sourced to support staff in providing meaningful RSE to pupils with a wide range of SEND, including pupils with profound and multiple disabilities (PMLD). Where possible, these resources have been stored on an internal Google Drive folder for easy access. Other resources are stored in the SLT office.

We can access information, advice and guidance from the special needs nursing team. Where possible, they can provide specific, personalised sessions for individual pupils around key areas of health within RSE such as menstruation and sexual health. We are also working with Brook, the sexual health and wellbeing charity.

This is our accessible RSE policy:



Specific issues to consider

Confidentiality: RSE must be taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules could be established at the beginning of the RSE work, making it clear that pupils can explore topics freely (see 'Handling complex issues safely' document within RSE Google Drive). However, staff must follow Ivel Valley's confidentiality and safeguarding policies. Pupils should be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff - a member of staff cannot promise confidentiality if

concerns exist.

Difficult questions & safeguarding: While personal views are respected, all RSE issues must be taught without bias. Topics must be presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions can be answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. Individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned, believe any pupil to be at risk, or are unsure how to answer a question. Where appropriate, staff should finish RSE sessions with signposting pupils for where to go if they have concerns. Some pupils might need 1:1 input on a specific issue.

Gender: the DfE guidance states that: "*pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity. In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort*".

Language: Staff should:

- Practise sensitive discussions before having them with pupils, so that there is no sense of embarrassment
- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive
- Use inclusive language (such as partner instead of boyfriend/girlfriend)
- Use correct terminology rather than slang, for example, using medically correct words for genitalia. This is good safeguarding practice
- Establish use of respectful language which challenges sexism, homophobia and other forms of prejudice.

Masturbation: As part of supporting our young people to live safe and happy lives, we need to teach them appropriate behaviours and strategies to manage their personal needs. All young people will explore their bodies but understanding when and where this is appropriate can be a difficult concept for some pupils to learn. A key part of pupils' RSE learning is around 'public and private.' Specific guidance for staff has been produced – see Appendix 2.

Relationships: Teachers are responsible for ensuring that RSE is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances - families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster carers, amongst other structures. They must reflect sensitively that some children may have a different structure of support around them, for example, children who are looked after. Pupils must be taught to recognise the need for consent, commitment, trust and love in meaningful relationships.

Right to withdraw

There is no right to withdraw from relationships education or health education.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. This request will then be discussed with parents/carers by a member of the Senior Leadership Team (SLT), as Ivel Valley commits to the principal that this an important element of education and withdrawal may have detrimental effects. However, any specific needs arising from a pupil's SEND must be taken into account.

Once those discussions have taken place, except in exceptional circumstances, Ivel Valley should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. An exceptional circumstance leading to refusal of a request could be safeguarding concerns or a pupil's specific vulnerability.

After that point, if the child wishes to receive sex education rather than be withdrawn, Ivel Valley should make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is Ivel Valley's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Roles and responsibilities

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

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils; this may be through delegation.

All staff are responsible for: delivering RSE in a sensitive way; modelling positive attitudes to RSE; responding to the needs of individual pupils. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Teachers are responsible for designing appropriate RSE programmes, monitoring progress and communicating with families.

Parents / carers are asked to keep teachers up-to-date with any relevant RSE information regarding their child that might impact teaching, for example when they begin puberty or questions that they are asking at home.

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

Legal framework & statutory guidance

Relationships Education must be provided to all primary-age pupils; Relationships and Sex Education must

be provided to all secondary-age pupils. We follow the most current Department for Education statutory guidance. We must provide RSE as per the Children and Social Work Act 2017. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

We have regard to our legal requirements around political impartiality when delivering RSE, particularly when working with external organisations or any material produced by them.

This policy should be read in conjunction with our Safeguarding & Child Protection policy and Confidentiality policy.

Equalities & inclusion

Please see the 'Making RSE accessible' section. We have due regard to our requirements under the Equality Act and Public Sector Equality Duty when planning and teaching RSE to create an inclusive classroom.

Safeguarding implications

Safeguarding is a priority at Ivel Valley: we firmly believe that all children have the right to be protected from neglect, physical, emotional and sexual abuse and exploitation. Teaching children and young people about healthy relationships in an all-inclusive way is such an important part of keeping children safe. Recognition of the safeguarding implications of teaching RSE is woven throughout this policy.

Some pupils might have experienced emotional, physical or sexual trauma, causing them to find elements of RSE teaching triggering or distressing. Teachers must be aware of their individual pupils' backgrounds and provide sensitive support accordingly. Any concerns must be discussed with the Designated Safeguarding Lead.

Sustainability implications

Our RSE curriculum recognises the interconnection between personal wellbeing, healthy relationships, and environmental sustainability. We support pupils to understand how caring for themselves, others, and the environment are interconnected aspects of responsible citizenship and contribute to a sustainable future.

APPENDIX ONE

Detail of statutory curriculum from DfE statutory RSE guidance, including Health Education

Source: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Note: this curriculum information is due to be updated by September 2026.

Primary-age pupils: Key Stages 1 and 2

Topic	Content	Where to find this in the Ivel Valley 'areas of learning' curriculum documents
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Personal, Social & Emotional Development – 'making relationships'
Caring relationships	• how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Personal, Social & Emotional Development – 'making relationships'
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Personal, Social & Emotional Development – 'making relationships' Personal, Social & Emotional Development – 'managing feelings and behaviour'

	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Physical Development – 'health and self-care'
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults	Personal, Social & Emotional Development – 'making relationships'
Online relationships & internet safety and harms	• that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online	Understanding the World – 'technology'

Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school or other sources	Personal, Social & Emotional Development – 'making relationships' Personal, Social & Emotional Development – 'managing feelings and behaviour'
Physical health and fitness & healthy eating	• the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Life and Living Skills – 'health and self-care'
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Life and Living Skills – 'health and self-care'
Basic first aid	• how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries	Life and Living Skills– 'health and self-care'
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination	Life and Living Skills – 'health and self-care'
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	Life and Living Skills – 'health and self-care'

Secondary-age pupils: Key Stages 3, 4 and 5

(note: this is DfE guidance. At Ivel Valley, we recognise the need to work according to the individual needs of our pupils, so secondary-age pupils may need to continue to work on areas identified above before moving on)

Topic	Content	Where to find this in the Ivel Valley 'areas of learning' curriculum documents
Families	• that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed	Personal, Social & Emotional Development – 'making relationships'
Respectful relationships	• the characteristics of positive and healthy friendships, in all contexts including online, such as: - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict - reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	Personal, Social & Emotional Development – 'making relationships'
Online and media & internet safety and harms	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see	Understanding the World – 'technology'

	themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	
Mental wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to understand when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	Personal, Social & Emotional Development – 'managing feelings and behaviour'
Physical health and fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health. • about the science relating to blood, organ and stem cell donation.	Life and Living Skills – 'health and self-care'
Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Life and Living Skills – 'health and self-care'
Health and prevention	• about personal hygiene; germs including bacteria, viruses, how they are spread; treatment and prevention of infection; and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Life and Living Skills – 'health and self-care'
Basic first aid	• basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.	Life and Living Skills– 'health and self-care'
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.	Life and Living Skills – 'health and self-care'

KS4 / 5. Note: these topics are specifically marked as Key Stage 4/5 topics on the curriculum documents.

Topic	**Content**	**Where to find this**
Being safe	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced	Personal, Social & Emotional

	marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online	Development – 'self-confidence and self-awareness' and 'making relationships'
Intimate and sexual relationships, including sexual health	• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Personal, Social & Emotional Development – 'making relationships' Physical Development – 'health and self-care' Personal, Social & Emotional Development – 'self-confidence and self-awareness'
Drugs, alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Life and Living Skills – 'health and self-care'

APPENDIX TWO

Guidance on supporting pupils who masturbate in school / college

Why do they do it?

All young people will explore their bodies, but understanding when and where this is appropriate can be a difficult concept for some to learn. There could be a number of driving factors for masturbating in school / college, including:

- Finding comfort or enjoyment in the feeling
- Experiencing a sexual response to non-sexual touch, for example being aroused by someone helping with personal care
- Not understanding of the concepts of public and private, therefore not understanding that it is a private action
- Growing up and exploring their sexuality
- Experiencing pain in their genitals
- Very rarely, it could be a sign of experiencing sexual abuse

What is Ivel Valley's response?

Masturbation is very normal and is a right but must only take place in appropriate places. There is no appropriate place to masturbate at school, college or work. If a pupil is masturbating in a private place, such as the toilet, we wouldn't expect staff to stop them, but this should not be encouraged.

How can we support pupils?

Preventative work could include:

- Teaching about public / private
- Teaching about masturbation, 1:1 or in a small group if needed
- Teaching about Zones of Regulation and helping to find appropriate strategies to distract and regulate
- Engaging them in an exciting and meaningful curriculum

If a pupil is showing signs of masturbating in public areas, the steps below should be followed.

It is important that what these steps look like for individual children are discussed and agreed so that there is a consistent team approach.

It's also important to discuss responses with families to understand the situation at home, e.g. we wouldn't want to say "it's for your bedroom" if they share a room with a younger sibling.

Ultimately, stay calm and remember that this is a key area of learning for lots of young people with SEND, and it's important that we support them with care and dignity.

Cues	•Identify cues that this behaviour might happen, such as their mood, change of pace or fidgeting
Distract	•Use individual distraction techniques; have a personalised toolkit with items you need ready; use an agreed script e.g. "I can see you're feeling fidgety"
No	•Give a firm, clear no to the behaviour; use an agreed script in line with their level of understanding; "you have to stop because that is private and this is a public place"
Privacy	•If they will not stop, make the space around them as private as possible
Revisit	•If appropriate, revisit the rules and expectations, using visuals such as social stories
Report	•Record the incident on CPOMS; discuss with parents/carers to ensure shared strategy; review the strategies in place