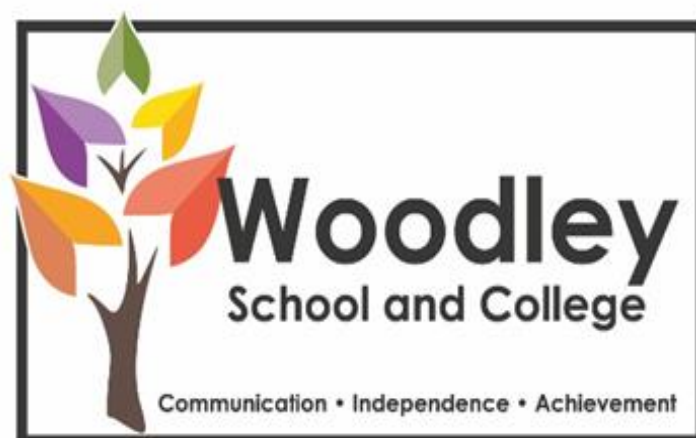


Relationships, Sex and Health Education (RSHE) Policy



Date	Review Date	Coordinator	Nominated Governor	Ratified by Governors
24/02/26		Iain Mackie		

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Aims

To help **pupils** to:

- Develop the knowledge and skills to build positive relationships with others throughout their lives
- Develop the knowledge and skills to stay safe as they grow, both in the world and in the online sphere.
- To understand how their body will change as they grow older
- To support their emotional regulation

To help **teachers** to:

- Have the knowledge and skills to deliver high quality, developmentally appropriate RSHE education to their pupils
- To have confidence in knowing **why** the content is being taught and the importance of the content for pupils now and for the rest of their lives

To help the **school** to:

- provide continuity and progression within school, to home and beyond.
- evaluate effectively RSHE curriculum planning and practice,
- meet statutory requirements.
- Support pupils throughout the school day and develop skills to generalize into their everyday life, keeping them safe as they progress to adulthood and beyond
- contribute to effective transitions
- The curriculum draws on the expertise and involvement of a range of **professionals** including Educational Psychologists, CAMHS, Social Care staff, Occupational Therapists, Physiotherapists and Speech Therapists and Children and Families Team

To help **parents and carers** to:

- Know **what** their child is learning in RSHE
- Know **why** their child is learning the content they are in RSHE
- Know how to contact the school to discuss their child's RSHE curriculum
- Know how to request their child to withdraw from the Sex element of RSHE

Linked Policies

Acceptable Use Policy for Students
Assessment Policy
Behavior Policy
Child on Child Abuse Policy

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Intimate Care Policy
Safeguarding and Child Protection Policy
SEND Policy
Use of Appropriate Touch in School Policy

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Policy Statement

Relationships, Sex and Health Education (RSHE) is an essential part of a broad and balanced curriculum that prepares young people with autism for adulthood. Our approach ensures that students develop the knowledge and skills to make informed, safe, and ethical choices about their health, relationships, and wellbeing. RSHE promotes respect, resilience, self-regulation, and inclusion.

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Curriculum

- The RSE curriculum at Woodley follows a developmentally appropriate programme, influenced by the pupils' individual needs both in the present and, in the future.
- To educate and inform pupils, enabling them as much as possible to avoid situations where there may be sexual exploitation and/or abuse (including understanding of internet safety and harmful on-line behaviour).
- To support pupils in knowing what is acceptable and what is not in terms of their own behaviour and that of their peers
- To promote acceptable and socially appropriate behaviour in public, in the community and in private situations.
- To promote knowledge and understanding of bodily changes and functions as well as life-stages and to encourage respect and care for their bodies
- Improve self-esteem among the young people. We believe that a major part of human dignity is feeling good about oneself. As autistic pupils often have low self-esteem, we consider this element of sex education vital if young people are to develop caring relationships and not exploit or be exploited by others

The nature of autism means that pupils may be more vulnerable to abuse and exploitation than their peers. The social understanding and interactional differences of autistic pupils can lead to very specific differences around personal relationships and sexuality. Some autistic pupils may be confused about what is acceptable public behaviour, they may need to be taught the skills that other young people acquire incidentally. Our pupils may need help to develop skills to reduce the risks of being abused and exploited, and to learn what types of behaviour are, and are not, acceptable.

They will need explicit teaching about how to report something that has happened or they are worried about. This includes supporting pupils in understanding where they can go for support, particularly around relationships and sexuality. They may need help and guidance around making and maintaining personal relationships.

We also understand that the nature of autism means that generalisation of knowledge can be difficult, and our pupils will require support putting this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

Statutory Requirements

Primary

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As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

Secondary

As a maintained secondary school, we must provide RSE to all pupils under section 34 of 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 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

Post-16

Although there is no statutory obligation to teach RSHE to pupils beyond the age of 16, we at Woodley School & College believe the nature of RSHE is of vital importance to our pupils up to Year 14. In Post 16 RSHE contributes directly to Preparation for Adulthood outcomes by developing skills in independent decision-making, personal safety, healthy relationships, self-advocacy and accessing community and health services. See Appendix 2 for Post 16 information.

Policy Development

The RSHE policy at Woodley School and College, has been developed following consultation with the school community. The process of policy development involved the following steps:

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- The Curriculum Lead reviewed the current provision, along with DfE guidance.
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board.
- A stakeholder consultation was held, opportunities for face-to-face questions, feedback and sharing of resources that will be used.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

RSHE Statutory Content Summary (Primary School)	
Relationships Education	Health Education
• Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe	• General mental wellbeing • Online safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco and vaping • Health protection and prevention • Personal safety • Basic first aid • Developing bodies (not taught before year 4)

RSHE Statutory Content Summary (Secondary School)	
Relationships Education	Health Education
• Families	• Mental wellbeing • Online safety and harms

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• Respectful relationships, including friendships • Online and media • Being safe • Intimate and sexual relationships, including sexual health	• Physical health and fitness • Healthy eating • Drugs alcohol and tobacco and vaping • Health protection and prevention • Personal safety • Basic first aid • Developing bodies
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The nature of autism means that pupils may be more vulnerable to abuse and exploitation than their peers. We seek to provide multiple opportunities over their years at Woodley School and College to cover vital knowledge and skills for them.

We recognise the potential risks involved with our pupils using the online space. Keeping safe online and managing online information are taught each spring term over the three-year cycle, ensuring our pupils have increased exposure to this. These elements are also covered during any online ICT throughout the year.

Developing Bodies is taught to year 5 and 6 in the last half term of summer each year, again ensuring pupils have multiple years to learn and revisit how their body will change.

In Key Stages 3,4 and 5, developing bodies, healthy and unhealthy relationship behaviour are taught each summer term, with pupils in Year 11-14 also learning Intimate relationships, consent and contraception.

At Woodley School and College, we focus on the developmental age of pupils, alongside their physical age, ensuring we teach the most appropriate content to pupils, content that would have the most benefit to them as young people now and as they grow into adulthood.

Using our knowledge of the individual pupil from EHCPs, internal assessments (i.e. internal influencers, interest assessments), formal assessments (Autism Progress, Progression steps and Steps 4 Life), we make sure we deliver the most appropriate content, at the most appropriate level to all pupils.

All materials used are adapted to meet the needs of the pupils.

Many elements of RSHE are key aspects of education for our pupils.

These aspects are present continually throughout each day of the school year. These are important for our pupils due to their increased vulnerability and complex SEN. These are:

Primary

- Being safe
- General mental wellbeing
- Personal safety
- Caring friendships
- Respectful relationships

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Secondary

- Being safe
- Mental wellbeing
- Personal safety
- Respectful relationships, including friendships

Some aspects are taught with other subjects:

Primary

Physical health and fitness

Healthy eating

Online safety and harms

Families and people who care for me

Drugs, alcohol and tobacco and vaping

Health protection and prevention

Basic first aid

Secondary

Online safety and harms

Physical health and fitness

Healthy eating

Families

Basic first aid

Drugs alcohol and tobacco and vaping

Health protection and prevention

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some

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children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime

Single gender groups:

Our policy is sensitive to the needs of different ethnic groups. For some students, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and students both on what is included, and on how it is delivered. This will help students and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RSHE and help to ensure that students receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships.

Use of External Organisations and Materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say

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- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

The Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Before granting any such request the Head Teacher will discuss the request with parents/carers and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum content. The school will document this process to ensure a record is kept. The Headteacher will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student. This could include any social and emotional effects of being excluded, as well as the likelihood of the student hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers request to withdraw the student, up to and until three terms before the child turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education during one of those terms. This process is the same for students with SEND. However, there may be exceptional circumstances where the head teacher may want to take a student's specific needs arising from their SEND into account when making this decision. If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful

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education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by Iain Mackie (Assistant Headteacher: Curriculum) through: Lesson Observations, Pupil Experience Walks, Planning and Assessment moderation.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Iain Mackie (Assistant Headteacher: Curriculum) every two years. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1:

RSE (KS1-2)	RSE (KS3-5)
Managing strong feelings	Self-esteem and unkind comments
Keeping safe online	Keeping safe online
	Managing online information
Dealing with touch	Puberty
(Year 5+6) Changes at puberty	Healthy and unhealthy relationship behaviour
	Intimate relationships, consent and contraception
RSE (KS1-2)	RSE (KS3-5)
Identifying and expressing feelings	Romantic feelings and sexual attraction
Keeping safe online	Keeping safe online
	Managing online information
Dealing with touch	Puberty
(Year 5+6) Changes at puberty	Healthy and unhealthy relationship behaviour
	Intimate relationships, consent and contraception
RSE (KS1-2)	RSE (KS3-5)
Different types of relationships	Strong feelings
Keeping safe online	Keeping safe online
	Managing online information
Dealing with touch	Puberty
(Year 5+6) Changes at puberty	Healthy and unhealthy relationship behaviour
	Intimate relationships, consent and contraception

Appendix 2

RSHE in Post-16 (Preparation for Adulthood)

RSHE in Post-16 focuses on supporting autistic young people to develop the knowledge, skills and confidence required for adulthood. Teaching is age-appropriate, developmentally matched and closely aligned with Preparation for Adulthood (PfA) outcomes.

RSHE supports students to:

1. Healthy Adult Relationships

Understanding consent, boundaries and mutual respect in adult relationships
Recognising healthy vs unhealthy or exploitative relationships
Understanding legal aspects of relationships (age of consent, sharing images, coercion)
Developing skills to communicate needs, preferences and boundaries

2. Capacity, Choice and Self-Advocacy

Understanding personal choice and decision-making
Awareness of mental capacity in relation to relationships and sexual health
Knowing how to ask for help, say no, and report concerns
Understanding trusted adults and external support services

3. Sexual Health & Wellbeing

Accessing sexual health services safely and appropriately
Understanding contraception, sexually transmitted infections (STIs) and pregnancy
Managing personal hygiene and body care independently
Understanding privacy and dignity in adult life

4. Online Safety in Adulthood

Managing online relationships and dating safely
Understanding risks of exploitation, grooming and financial abuse
Safe use of social media, messaging apps and dating platforms
Understanding digital footprints and sharing personal information

5. Independent Living & Community Safety

Understanding appropriate public and private behavior
Personal safety when travelling independently
Understanding personal space and social boundaries in work and community settings
Recognising unsafe situations and knowing how to exit them

6. Employment and Professional Boundaries

Understanding appropriate behavior in the workplace
Managing relationships with colleagues and employers

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Understanding harassment, consent and reporting concerns at work
Knowing where to seek support in employment settings

Assessment & Generalisation (Post-16)

Progress in RSHE for Post-16 students is assessed through:

Observations of real-life application in college, community and work-related settings

Scenario-based learning and discussion

Pupil voice and self-reflection

Evidence linked to EHCP outcomes and PfA targets

Support is provided to help students generalise learning across settings, recognising that this can be a challenge for autistic learners.

Appendix 3:

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	