

Relationships and Sex Education (RSE) Policy

For Special Schools

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Relationships and Sex Education (RSE) Policy

1. Introduction

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a safe and inclusive framework in which sensitive discussions can take place
- Prepare pupils for physical, emotional and social changes throughout childhood, adolescence and adult life.
- Help pupils develop self-respect, confidence, independence and self-advocacy.
- Promote equality, dignity, respect and understanding of others.
- Support pupils to recognise risks, keep themselves safe, including online, and know how to seek help.
- Develop the knowledge, skills and attributes needed for adulthood, enabling pupils to participate as safely and independently as possible in society.

Netherhall Mead Academy provides education for pupils from primary age through to Post-16 with a wide range of special educational needs and disabilities (SEND). We recognise that pupils learn and develop at different rates, and that chronological age does not always reflect developmental stage. Relationships and Sex Education is therefore carefully planned and delivered to meet pupils' individual learning, communication and emotional needs whilst ensuring that they receive the knowledge and understanding required to keep themselves safe and prepare for adult life.

Relationships and Sex Education forms an important part of our wider Personal Development curriculum and contributes significantly to pupils' wellbeing, safeguarding and preparation for adulthood. Through a carefully planned curriculum, pupils develop the knowledge, understanding and practical skills needed to build healthy relationships, understand their own bodies and emotions, recognise appropriate boundaries, communicate their wishes and feelings, and access support when needed.

Teaching is delivered in a way that reflects the school's values and ethos, promotes safeguarding and inclusion, and recognises that pupils with SEND may be at increased risk of abuse, exploitation, coercion and unhealthy relationships. The curriculum therefore places particular emphasis on developing pupils' confidence, independence and ability to make informed and safe choices throughout their lives.

2. Statutory requirements

This school provides Relationships Education, Relationships and Sex Education and Health Education in accordance with:

- The Children and Social Work Act 2017
- The statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2026)*

Relationships Education, Relationships and Sex Education and Health Education are compulsory in special schools.

This school delivers the statutory curriculum appropriate to the age of the pupils. Teaching is carefully adapted to meet pupils' individual developmental stage, communication needs and learning needs, ensuring that all pupils are able to access the curriculum appropriately. Relationships Education and Health Education are compulsory for all pupils. Primary-aged pupils are not required to receive sex education beyond the National Curriculum for Science. Relationships and Sex Education is compulsory for secondary-aged pupils.

Parents do not have the right to withdraw their child from Relationships Education or Health Education. Parents of primary-aged pupils may request withdrawal from the non-statutory elements of sex education. For secondary-aged pupils, parents may request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education, up to three terms before the child turns 16. After that point, if the young person wishes to receive sex education rather than remain withdrawn, the school will make appropriate arrangements in accordance with statutory guidance.

This policy should be read alongside the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- Anti-Bullying Policy

3. Policy development and consultation

This policy has been developed in accordance with the Children and Social Work Act 2017 and the statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, 2026).

In line with statutory requirements, the school consulted with parents, carers, staff and other stakeholders during the development of this policy. The consultation provided an opportunity to:

- Share how the school intended to meet the requirements of the statutory guidance.
- Provide information about curriculum content and delivery.
- Invite feedback from parents and carers.
- Ensure the policy reflects the needs of our school community while meeting statutory obligations.

The draft policy, curriculum information and sample teaching materials were made available throughout the consultation period. Feedback received was carefully considered by school leaders, and a number of amendments were made to the policy before it was finalised. These included further clarification of the arrangements for parents and carers to view curriculum materials and the process for requesting withdrawal from sex education, helping to ensure that the policy is clear and accessible.

The school recognises that Relationships and Sex Education is most effective when delivered in partnership with parents and carers. Parents and carers are welcome to view the teaching materials used to support Relationships and Sex Education by contacting the school to arrange an appointment. We remain committed to working openly with families and welcome ongoing dialogue about the curriculum.

Following consultation and review, this policy was approved by the TMET Executive Team and published on the school website.

4. Definition

Relationships and Sex Education (RSE) supports pupils to develop the knowledge, understanding and skills they need to build healthy, respectful relationships, understand themselves and prepare for adult life. It equips pupils with the knowledge and confidence to make informed choices, recognise risks and know how to seek support when needed.

At this school, Relationships and Sex Education is delivered in a way that reflects the individual needs of our pupils. We recognise that pupils learn and develop at different rates and that teaching must be carefully

adapted to meet their communication, cognition, emotional development and individual learning needs. Teaching is personalised whilst ensuring that pupils receive the statutory Relationships, Sex and Health Education appropriate to their age.

Relationships and Sex Education includes learning about:

- healthy, respectful and caring relationships, including friendships, families and intimate relationships where appropriate
- recognising and expressing emotions and developing positive self-esteem
- personal care, privacy, personal boundaries and respecting the boundaries of others
- consent, communication and recognising safe and unsafe behaviours
- physical and emotional changes during puberty and growing up
- sexual health, reproduction and intimate relationships, where appropriate to pupils' age and stage of learning
- online relationships, digital safety and the responsible use of technology
- recognising abuse, exploitation, coercion and unhealthy relationships, and knowing how to seek help
- developing independence, self-advocacy and the knowledge and skills needed for adult life.

Relationships and Sex Education is not about the promotion of sexual activity. It is intended to equip pupils with the knowledge, understanding and practical skills they need to develop healthy relationships, respect themselves and others, safeguard their own wellbeing and participate as safely and independently as possible in society.

5. Curriculum

Our draft curriculum is set out in Appendix 3 and has been designed to meet the requirements of the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2026).

As an all-through special school, the curriculum reflects the statutory requirements for both primary and secondary-aged pupils. Teaching is carefully planned to ensure that pupils receive the knowledge and understanding appropriate to their age, whilst being adapted to meet their individual developmental stage, communication needs, cognition and learning needs. Learning is personalised to support each pupil's progress, independence and preparation for adulthood.

The curriculum is delivered through the school's Personal Development curriculum and is closely linked to pupils' Education, Health and Care Plans (EHCPs), where appropriate. Learning is carefully planned and revisited over time to reinforce understanding, build confidence and enable pupils to apply their learning in a range of real-life situations. For some pupils, concepts may need to be revisited regularly through practical experiences and individualised learning opportunities to ensure they are fully understood and retained.

Relationships and Sex Education includes learning about healthy relationships, personal safety, communication, emotions, consent, online safety, physical and emotional development, puberty, sexual health and preparation for adulthood. Teaching places particular emphasis on helping pupils to develop the knowledge and practical skills needed to recognise risks, communicate concerns, establish healthy boundaries and seek help from trusted adults.

Teaching takes place within a safe and respectful environment and content is adapted to meet the needs of all pupils, including those with complex communication needs, sensory needs and additional learning needs.

If pupils ask questions beyond the agreed curriculum, teachers will respond in a way that is age-appropriate and consistent with professional boundaries, safeguarding responsibilities and the school's values. Staff will seek to support pupils by acknowledging their questions and providing an appropriate response where

possible, while avoiding the introduction of content that is not suitable for the age and developmental stage of the pupils present. Where questions fall outside the planned curriculum or relate to topics from which a pupil has been withdrawn, teachers will consider how best to support the individual pupil. This may include providing a personalised response at a later time, seeking advice from senior leaders or safeguarding staff, communicating with families where appropriate, and signposting pupils to trusted sources of information or support services.

The school recognises that unanswered questions may lead pupils to seek information from inappropriate or unreliable sources, including online. Staff will therefore aim to ensure that pupils receive appropriate guidance and support, while respecting family involvement and maintaining professional boundaries. Where a question raises a safeguarding concern or suggests that a pupil may be at risk of harm, it will be managed in accordance with the school's Safeguarding and Child Protection Policy.

If significant or repeated issues arise within the school or wider community that impact pupils' wellbeing or safety, the curriculum may be adjusted to address these in an appropriate and proportionate way.

6. Delivery

Relationships and Sex Education (RSE) is delivered through the school's Personal Development curriculum and is supported by learning across the wider curriculum where appropriate.

RSE forms an important part of the school's wider pastoral and safeguarding provision. Learning is reinforced through assemblies, themed events, enrichment activities, educational visits and everyday opportunities that arise throughout the school day.

Relationships and Sex Education focuses on providing pupils with the knowledge, understanding and practical skills they need to develop healthy, respectful and safe relationships throughout their lives. This includes learning about:

- families and caring relationships
- respectful friendships and positive social interaction
- emotions, communication and self-advocacy
- online relationships and digital safety
- privacy, personal boundaries and consent
- personal safety, recognising risk and seeking help
- physical and emotional development, including puberty
- intimate relationships and sexual health, where appropriate
- preparation for adulthood, including developing independence and accessing support within the community.

Teaching is carefully adapted to meet pupils' individual communication, sensory, physical and learning needs. Staff use a range of teaching approaches to ensure learning is meaningful, accessible and relevant. These may include visual supports, symbols, social stories, role play, modelling, structured discussion, practical activities, repetition and overlearning, communication aids and individual or small-group teaching where appropriate.

Learning is delivered through planned lessons and, where appropriate, reinforced through everyday experiences and personalised learning opportunities. Staff recognise that some pupils may require additional time, repetition and practical application to develop understanding and transfer learning into real-life situations.

Lessons are delivered by school teaching staff and other appropriately trained members of staff.

7. Equality, Inclusion and Respect

The school is committed to promoting equality, dignity and respect for all. The curriculum is carefully adapted to ensure that every pupil, regardless of their level of need, communication ability or disability, is able to access meaningful learning and develop increasing independence.

In delivering Relationships and Sex Education (RSE), pupils are taught that people may have different backgrounds, beliefs, identities, characteristics and family structures, and that all individuals should be treated with respect, fairness and kindness.

Teaching reflects the requirements of the Equality Act 2010 and promotes understanding and respect for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Pupils are supported to recognise and challenge discrimination, prejudice, bullying and harmful stereotypes.

RSE includes learning about healthy relationships of different types and promotes respect for diversity within modern British society. Teaching is factual, age-appropriate and delivered in a way that enables pupils to engage thoughtfully and respectfully with differing views and experiences.

The school recognises that pupils come from a wide range of religious and cultural backgrounds. RSE is delivered with sensitivity to these backgrounds and beliefs, while ensuring that all pupils receive the knowledge and understanding required by the curriculum and are prepared for life in a diverse society.

Care is taken to ensure that no child is stigmatised or disadvantaged because of their home circumstances, family background, identity, beliefs, characteristics or personal experiences. The school seeks to create an inclusive learning environment in which every pupil feels valued, respected and supported.

8. Safeguarding and Confidentiality

Relationships and Sex Education forms an important part of the school's preventative safeguarding curriculum. It supports pupils to recognise risk, understand healthy and unhealthy behaviours, develop positive relationships and know how to seek help for themselves or others. Through the curriculum, pupils are taught about personal safety, privacy, consent, healthy boundaries, online safety and recognising behaviours that may place them at risk of harm.

The school recognises that our pupils will require additional support to understand social situations, communicate concerns or recognise when relationships or behaviours are unsafe. Relationships and Sex Education therefore places particular emphasis on developing pupils' understanding of personal boundaries, consent, appropriate and inappropriate touch, trusted adults, recognising abuse and exploitation, and knowing how to access help and support.

Clear ground rules are established in lessons to create a safe, respectful and supportive learning environment. Pupils are encouraged to contribute in ways that are appropriate to their communication needs and level of understanding. Staff use teaching approaches that enable pupils to explore sensitive topics safely whilst maintaining their dignity, privacy and emotional wellbeing.

Given the nature of the topics covered, pupils may disclose information that raises safeguarding concerns. All staff follow the statutory guidance *Keeping Children Safe in Education* and the school's Safeguarding and Child Protection Policy when responding to any concern. Pupils are made aware that if information is shared which indicates that they or another person may be at risk of harm, it cannot be kept confidential and must be passed to the appropriate member of staff. Safeguarding concerns are reported to the Designated Safeguarding Lead in accordance with school procedures.

Where external agencies contribute to the delivery of Relationships and Sex Education, safeguarding arrangements are agreed in advance, all materials are reviewed by the school, and a member of school staff remains present throughout the session

9. Engagement with Families / Parents' Right to Withdraw

The school recognises that Relationships and Sex Education is most effective when delivered in partnership with families. They know their children best and are key partners in supporting their personal development, wellbeing and preparation for adulthood. We are committed to working openly with families to ensure that Relationships and Sex Education is delivered in a way that is appropriate, supportive and responsive to pupils' individual needs.

This policy details the content of the curriculum for Relationships Education, Relationships and Sex Education and Health Education. Parents and carers are welcome to view the teaching materials used to support Relationships and Sex Education by contacting the school to arrange a convenient appointment. The school welcomes ongoing dialogue with families and will work collaboratively to respond to any questions or concerns.

Parents do not have the right to withdraw their child from Relationships Education, Health Education or the biological aspects of reproduction taught as part of the National Curriculum for Science.

Parents of primary-aged pupils may request that their child be withdrawn from the non-statutory elements of sex education. Parents of secondary-aged pupils may request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education until three terms before their child turns 16. After that point, if the young person wishes to receive sex education rather than remain withdrawn, the school will make appropriate arrangements in accordance with statutory guidance.

Requests for withdrawal must be made in writing (for example, by email) to the Headteacher. As recommended in the statutory guidance, the school will discuss any request with parents or carers to ensure that they understand the nature and purpose of the curriculum and the implications of withdrawal. The school will respect parental rights in accordance with statutory guidance and will make appropriate supervised alternative arrangements for pupils who are withdrawn.

10. Monitoring arrangements

The delivery of Relationships and Sex Education is monitored and evaluated by senior leaders through review of curriculum materials, learning walks, pupil voice and staff feedback.

This policy will be reviewed by TMET every two years or when legislation changes. At every review, the policy will be approved by the TMET Executive Team.

Appendix 1: Primary and Secondary Health and Wellbeing Content (statutory)

For further details, please refer to the DfE Guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Primary Topic	Curriculum Content
General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

Primary Topic**Curriculum Content**

3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.

Primary Topic	Curriculum Content
	4. 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).
Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

Primary Topic**Curriculum Content**

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Secondary Topic**Curriculum Content****Mental wellbeing**

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.

Secondary Topic	Curriculum Content
Wellbeing online	9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.
	1. About the benefits of limiting 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.
	2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
	3. 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.
	4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
	5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
	6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
Physical health and fitness	7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
	1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
	2. Factual information about the prevalence and characteristics of more serious health conditions.
	3. That physical activity can promote wellbeing and combat stress.
	4. The science relating to blood, organ and stem cell donation.

Secondary Topic	Curriculum Content
Healthy eating	1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.

Secondary Topic

Curriculum Content

2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings – and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

Secondary Topic

Curriculum Content

3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.

4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).

6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

1. Basic treatment for common injuries and ailments.

2. Life-saving skills, including how to administer CPR.

3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

1. The main changes which take place in males and females, and the implications for emotional and physical health.

2. The facts about puberty, the changing adolescent body, including brain development.

3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.

4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2: Primary Relationships Content & Secondary Relationships and Sex Education Content (statutory)

For further details, please refer to the DfE Guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Primary Topic	Curriculum Content
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right.

Primary Topic

Curriculum Content

Respectful, kind relationships

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

Primary Topic

Curriculum Content

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Secondary Topic	Curriculum Content
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs.

Secondary Topic

Curriculum Content

5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.

6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.

7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.

9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.

10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.

11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.

12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Secondary Topic

Curriculum Content

2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real/have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

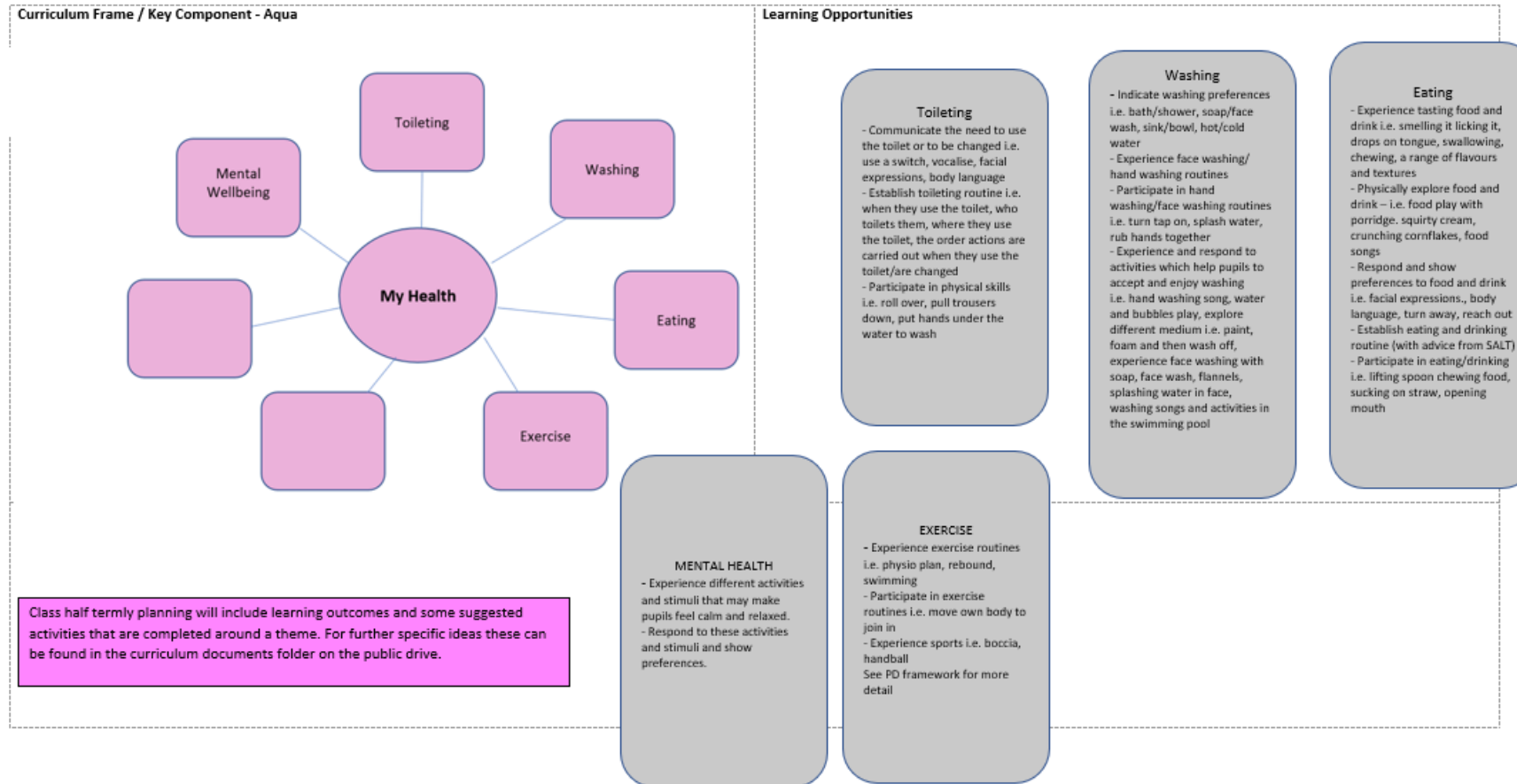
Secondary Topic

Curriculum Content

10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Appendix 3: Netherhall Mead Academy Curriculum Map, including non-statutory sex education content

Please find the relevant curriculum frameworks below, organised by Pathways (My Health, My Independence and My Relationships.)



Curriculum Frame / Key Component - Amber



Learning Opportunities

EATING

- Experience tasting a wide range of food and drink and make consistent choices/show likes and dislikes
- Physically explore food and drink – i.e. food play with porridge, squirty cream, crunching cornflakes, food songs
- Participate in eating/drinking i.e. using spoon, fork, chopping own food
- Understanding need to chew food, how much food to put on fork, finish mouthful before starting another etc
- Help serve own food and make choices about appropriate amounts of food/recognise when they are full

EXERCISE

- Participate in a wide range of exercises
- Describe how your body feels when you exercise
- Explain why we need to exercise
- Know that we need to warm up and cool down and allow pupils to lead these sessions.
- Challenges to exercise more/for longer i.e. a mile run every day/week, how many sit ups in a minute, who can balance on 1 leg for the longest

See PD framework for more detail

TEETH

- Participate in teeth cleaning routines
- Plan and organise self to clean teeth, knowing what resources are needed and ensuring they clean all their teeth, knowing when and how often to clean teeth.
- Have some understanding of what happens if you don't clean your teeth
- Role play dentists to help prepare for what will happen when visiting a dentist
- Practise cleaning toys teeth, large model of teeth

MENTAL WELLBEING

- Recognise how they are feeling in the moment and identifying what strategies or resources they can use to self-regulate. i.e. fiddlers, breathing, safe/quiet space, music
- Join in with a range of activities and experiences and indicate how they make us feel.
- Reflect on an experience after the event and identify what could be done differently
- Work with staff to create social stories to help support emotions and behaviour
- Recognise safe adults to talk to when stressed, at home and at school.

Class half termly planning will include learning outcomes and some suggested activities that are completed around a theme. For further specific ideas these can be found in the curriculum documents folder on the public drive.

ILLNESS/HURT

- Learn through role play, small world and as real-life situations arise
- Identify which part of body hurts
- Learn about different common illnesses, their symptoms and treatments and prevention
- Basic first aid: learn how to use a cold compress, plasters, antiseptic wipes, sting cream
- Learn when and how to call 999
- Medicines – why we need them, how to take them safely
- Alcohol, Smoking/Vaping – the effects of them and making an informed choice
- Drug/Medicine safety – say no to unknown 'pills'

TOILETING

- Establish toileting routine i.e. when they use the toilet, who supports them, where they use the toilet, the order actions are carried out
- Participate in physical skills i.e. pull trousers down, wipe bottom, flush toilet, wash hands
- Recognise when they need the toilet and letting someone know in time
- Girls – participate in skills to change sanitary pad – know how often and why
- Understand importance of privacy when toileting
- Using public toilets appropriately

WASHING

- Participate in face washing/hand washing, hair brushing and showering routines
- Explore and experience different cleaning products, identify what they are used for and show preferences.
- Plan and organise self for washing routines, know what they will need, what order to use them, how often they should clean
- Follow social stories/Instructions to clean independently
- Understand why we need to keep clean and what will happen if we don't, especially as we reach puberty
- Experience and respond to activities which help pupils to accept and enjoy washing, see Aqua learning opportunities

Curriculum Frame / Key Component - Ruby



Class half termly planning will include learning outcomes and some suggested activities that are completed around a theme. For further specific ideas these can be found in the curriculum documents folder on the public drive.

Learning Opportunities

EATING

- Experience tasting a wide range of food and drink, including rare/unfamiliar foods, foods from cultures and make consistent choices i.e. olives, curry, pomegranate
- Know what is appropriate food for breakfast, lunch, dinner and snacks.
- Participate in eating/drinking using good manner i.e. chopping with knife and fork, wiping mouth, mouth closed
- Choose food items to make a healthy meal/understand balanced diet
- Match foods to their health benefits i.e. milk helps give us strong bones
- Help serve own food and make choices about appropriate portion sizes
- Plan/budget healthy meals over the week

EXERCISE

- Participate, compete and lead in a wide range of exercises
- Describe how your body feels when you exercise and explain why it feels like this
- Explain why we need to exercise and the discuss the benefits of different exercises i.e. press ups make your arms strong, running makes your heart and legs strong
- Discuss why we warm up and cool down and allow pupils to lead these sessions for own class and other classes
- Challenges themselves to exercise more/for longer i.e. a mile run every day/week, how many sit ups in a minute, who can balance on 1 leg for the longest
- Plan exercise into own daily routines to form a lasting habit for life.

See PD framework for more detail

TEETH – also Independence

- Plan and organise self to clean teeth, knowing what resources are needed, how much toothpaste to use, how to clean all surfaces of their teeth
- Organise self to clean teeth at appropriate times during the day.
- Recognise when a toothbrush needs changing
- Explain why we need to clean our teeth and the consequences if we don't
- encourage oral hygiene in others i.e. make posters, video, instructions
- Learn how to book a dentist appointment/visit the dentist
- Understand which foods/drinks damage our teeth and which foods are good.

MENTAL WELLBEING

- Use zones of regulation to identify how they are feeling and choose appropriate activities to self-regulate
- Be aware of situations that they find stressful and have coping mechanisms already in place
- Reflect on an experience after the event and identify what could be done differently
- Recognise safe adults to talk to when stressed, including outside agencies and online resources
- Identify mental health needs in friends and families and know some strategies to support them i.e. listen, encourage them to get more help/speak to an adult
- Identify stereotypes/stigma relating to mental health and how to challenge these.

SEXUAL HEALTH

In Sixth form and when needed individually in secondary

- Contraception, how it works, why we use it, benefits and risks – use condom demonstrator and show other forms of contraception
- Cervical screening test and other check-ups – use books and pictures to support pupils to understand what will happen
- STI's, what causes them, the symptoms, how we can prevent them, how we can treat them

ILLNESS/HURT

- Learn through role play and real-life situations arise
- Identify which part of body hurts and what may be the cause of this
- Learn about different common illnesses, their symptoms and treatments and prevention
- First aid: learn what to do when choking, bleeding, burns, recovery position, calling 999
- Medicines – why we need them, how to take them safely
- Alcohol, Smoking and illegal drugs – the effects of them, the consequences both physically and socially, the law, making informed choices

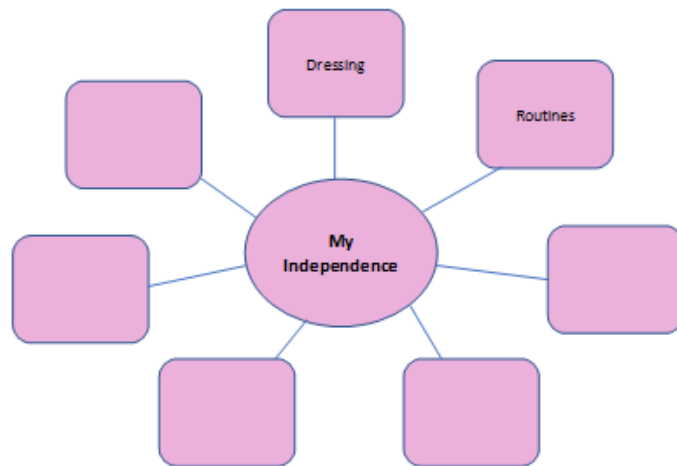
TOILETING – also Independence!

- Establish toileting routine i.e. when they use the toilet, who supports them, where they use the toilet, the order actions are carried out
- Participate in physical skills i.e. pull trousers down, wipe bottom, flush toilet, wash hands
- Understand why we need to clean our bottom and our hands and the consequences if we don't
- Girls – participate in skills to change sanitary pad – know how often and why
- Know that only toilet paper can be flushed and how to use a sanitary bin
- Understand importance of privacy when toileting
- Using public toilets appropriately
- Importance of keeping a toilet clean and how to clean it
- Recognise different stools and identify if poorly i.e.

WASHING – also Independence

- Participate in face washing/ hand washing, hair brushing and showering routines
- Try out different cleaning products, identify what they are used for and show preferences
- Plan and organise self for washing routines, know what they will need, what order to use them, how often they should clean
- Make videos, social stories. Instructions to show others how to clean
- Explain why we need to keep clean and what will happen if we don't, especially as we reach puberty
- Recognise when clothes are dirty and need washing, including the need to change underwear every day.

Curriculum Frame / Key Component - Aqua



Learning Opportunities

DRESSING

- Show preferences to clothes i.e. using facial expression, body language, gesture, vocalisation to show which clothes they like and dislike and to make choices
- Experience a range of different clothes i.e. hats, long/short skirts, jumpers, swim costumes, saris, work clothes, fancy dress costumes
- Make choices about clothes for different weather i.e. sunny day/heater, out in the rain/water spray and try on a range of different clothes, how do they respond? Which do they choose?
- Establish dressing routine i.e. what order clothes go on, when we get dressed, put coats on, change for swimming
- Participate in physical skills of dressing i.e. lifting arms, pulling up trousers

ROUTINES

- Experience and respond to routines in a range of settings
- Experience and respond to changes to routines

Class half termly planning will include learning outcomes and some suggested activities that are completed around a theme. For further specific ideas these can be found in the curriculum documents folder on the public drive.

Curriculum Frame / Key Component - Amber



SAFETY

- Learn through role play, small world play, virtual experience on computer and creativity studio, visits from emergency services, visits to Warning Zone
- Safety in the kitchen, bathroom, home, garden, by rivers, near building sites, fire safety, stranger danger
- Identifying dangers and knowing who to tell
- Knowing what to do in an emergency – simple first aid and 999

ROAD SAFETY

- practise crossing road through play, role play/small world play in class and playground, pretend to be walking to the shops or park, set up roads and paths, use the toy cars and ride on cars
- practise crossing road virtually on computer games and in creativity studio
- walk to the shops and walk round the local area
- learn where it is safe to cross the road
- stop, look, listen
- understand the dangers of being distracted near roads i.e. mates, headphones, mobiles
- understand the consequences of not following road safety guidance

EATING OUT

- Learning through role play and small world play – setting up a café, making menu, playing waiter and customer
- Setting up real café in school for peers, staff, family etc
- Learning through trips to local cafes and restaurants
- Skills – how to book a table or ask when you arrive, how to read a menu in a booklet or on a board, how to order at the counter or at your table, etiquette at 'all you can eat' restaurants, etiquette to use knives, forks, napkins etc appropriately, how to get the waiters attention, how to pay at the counter or table

Learning Opportunities

COOKING

- Participate in physical skills of making drink, snack, meal
 - Understand sequence involved in making a drink, snack, meal
 - Follow verbal, symbol and written instructions
 - Choose meals to make
 - Make food and drinks for others
 - Participate in washing up and clearing away
 - Know what is needed to wash up and check items are clean
 - Understand food hygiene
 - Use equipment safely and understand where there are dangers i.e. sharp knife, hot cooker
- SEE ALSO CREATIVITY

SHOPPING

- Make a shopping list with words or symbols
 - Find food items off list in shop
 - Remember which aisle foods are found on in the local shop
 - Follow the routine of an interaction at the till
 - Follow shopping etiquette i.e. get trolley, wait in cue, don't touch
 - Understanding money has value, look after own purse, take change
- SEE ALSO PSTS

BUSES

- role play going on the bus
- small world playing with buses
- Identifying which bus to catch, which number, where from
- Understanding money, taking responsibility to look after own money, remembering bus pass, paying by card
- Following the etiquette of waiting for the bus, speaking to the driver, getting off the bus
- Following a route and knowing when to get off the bus

ROUTINES

- Following/knowing the daily routines in school and carrying them out as independently as possible i.e. hanging up coat and bag, order of lessons, what to do at lunch time etc
- Use visual timetables and step by step symbol instructions to support pupils to carry out routines
- Pupils to sequence own timetables and instructions to support themselves and others

HOUSEHOLD DUTIES

- Learning through role play, small world and using real equipment in the Home Zone
- Carry out the following jobs with support:
 - Hoovering
 - Washing clothes
 - Making beds
 - Ironing
 - Cleaning bathroom
 - Tidying
 - Cleaning kitchen
- Understanding why we clean and the consequences if we don't

CLOTHES

- The physical skills of getting dressed, buttons, zips, laces, bows, coats
- Choosing appropriate clothing, for the weather, for a party, or an interview
- Looking after our clothes, folding, hanging up, identify when dirty and wash, ironing
- Recognise own clothes i.e. coat/jumper left in hall

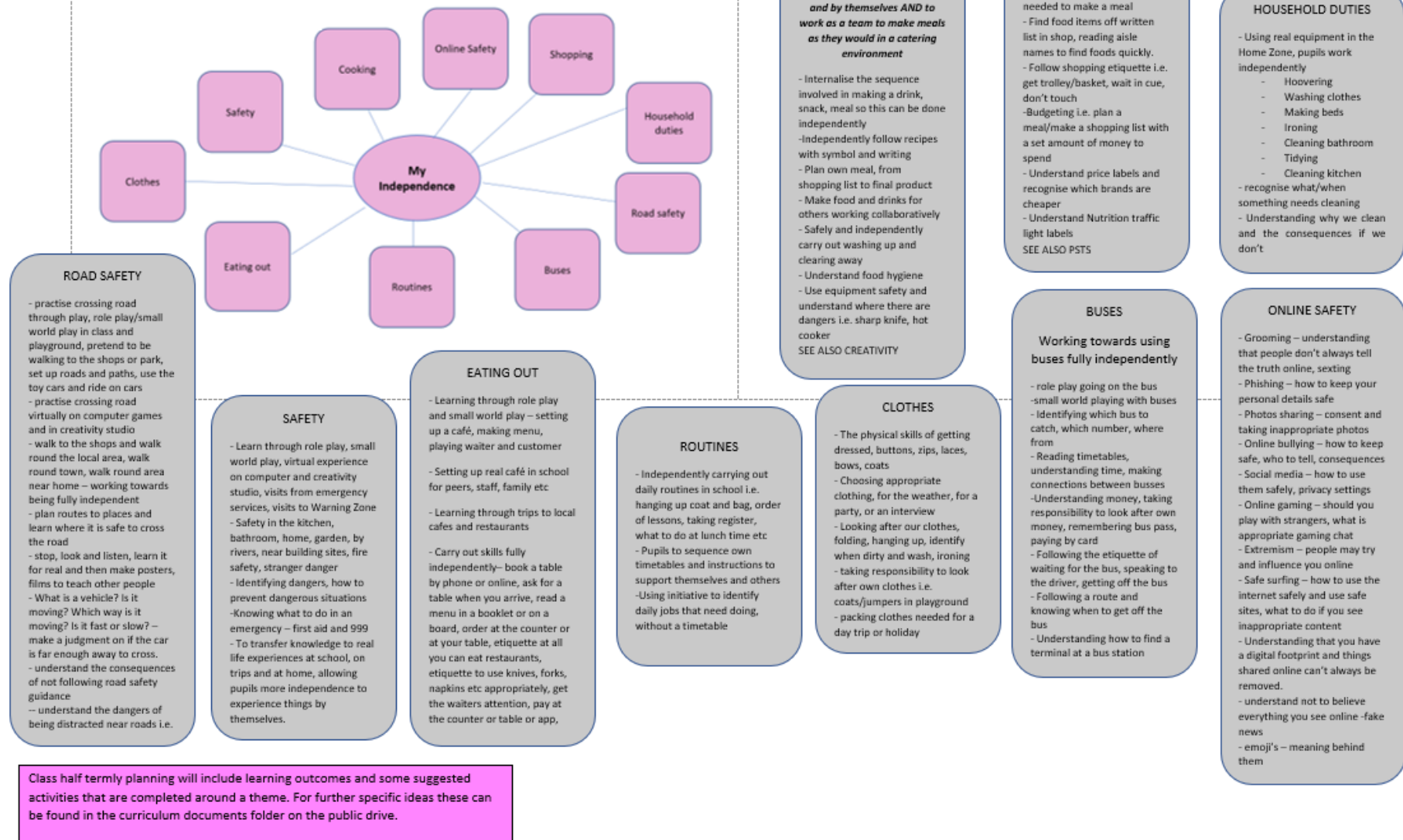
ONLINE SAFETY

- Grooming – understanding that people don't always tell the truth online
- Phishing – how to keep your personal details safe
- Photos sharing – consent and taking inappropriate photos
- Online bullying – how to keep safe, who to tell, consequences
- Social media – how to use them safely
- Online gaming – should you play with strangers, what is appropriate gaming chat
- Safe surfing – how to use the internet safely, knowing not to click on links/pay for apps, use safe sites, what to do if you see inappropriate content

Class half termly planning will include learning outcomes and some suggested activities that are completed around a theme. For further specific ideas these can be found in the curriculum documents folder on the public drive.



Curriculum Frame / Key Component - Ruby





Learning Opportunities

EMOTIONS

- Awareness of sadness/discomfort/pain/happiness/enjoyment i.e. respond in different ways through body language, facial expression, vocalisations when experiencing different emotions
- Responding to other people's changing emotions i.e. through body language, vocalisations, gesture, eye contact – reach out when someone is sad, laugh when someone is happy, watch videos, sing songs, look at pictures of different emotions
- Receive and respond to praise i.e. smile, happy vocalisations, look at person giving praise, try to do the same thing again to receive more praise
- Excepting/allow/respond to calming strategies i.e. massage, calming music, going outside, soft blankets, firm touch

RELATIONSHIPS

- Experience and respond to a range of people, familiar/unfamiliar/adults/peers i.e. staff, students in own class, in other classes, families, visitors, care workers, strangers
- Show preferences to people i.e. through body language, eye contact, facial expression, vocalisation, moving away, reaching out
- Work with a range of people i.e. staff and students in own class, throughout school, visitors
- Interact with a range of people i.e. look, smile, laugh, vocalise, reach out, share toys, pass objects
- Enjoy attention from others – turn to them, smile at them, reach out to them, vocalise, use switches to request more

TOUCH

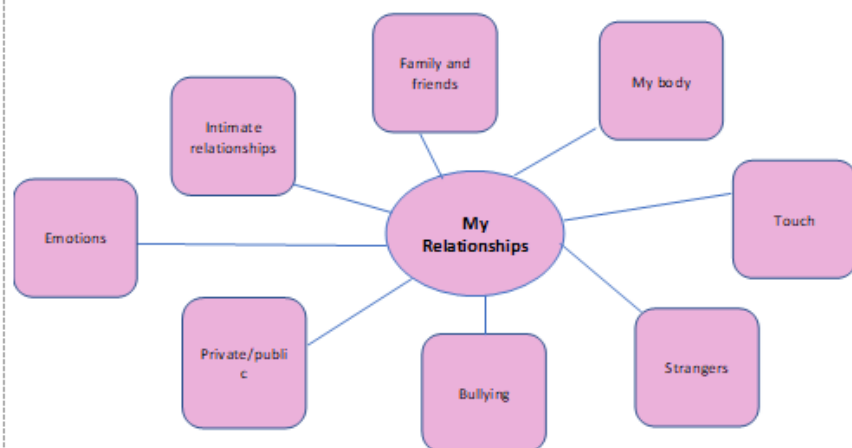
- Experience range of touch i.e. massage, clapping games, tickles, squeezes, hand over hand, touch on different parts of the body
- Show preference for touch i.e. through body language facial expression, vocalisation
- Use diff touch i.e. hold/grasp, push away, tap/hit, gentle/hard, big/small movements, touch with hands, arms, face, legs, feet bodies

MY BODY

- Show awareness of body parts i.e. move them, look at them
- Recognise body parts i.e. move body part when requested
- Use body parts appropriately i.e. hands to clap, feet to kick, sway to the music, dance
- Have awareness of private parts of body i.e. keep themselves covered in public

Class half termly planning will include learning outcomes and some suggested activities that are completed around a theme. For further specific ideas these can be found in the curriculum documents folder on the public drive.

Curriculum Frame / Key Component - Amber



Learning Opportunities

FAMILY AND FRIENDS

- awareness of who my friends and family are and the difference between them
- the difference between appropriate behaviour with family and friends
- understanding of what makes a good friend and how to treat your friends
- understanding how to make friends
- recognition that everyone's families look different – single parents, grandparents, same sex parents etc

TOUCH

- establish understanding of personal space
- recognition of own preference towards touch
- understanding that other people may have different preferences towards touch
- understanding the importance of consent personally and for other people
- Understanding different appropriate touch with family, friends and strangers
- Understanding of consent and what to do when unwanted touch takes place.
- understanding personal touch, how to do it safely and privately and personal religious views

MY BODY

- Identify and name body parts including private body parts through songs and games and during everyday routines and using correct private body parts when helping with toileting and physical care
- understanding how to keep different parts of your body clean
- understanding changes that happen to our bodies as we grow from a baby to an adult and on into old age
- understanding the changes that take place during puberty including periods and wet dreams

INTIMATE RELATIONSHIPS

It is important to remember that some pupils will be working between the Amber and Ruby pathways and will need more teaching about sexual intercourse **where and when** appropriate

- understanding attraction and what makes an intimate relationship different to a friendship
- understanding of appropriate ways to start an intimate relationship and that they must begin with consent
- understanding of different types of intimate relationship including LGBTQ+
- Understanding of consent with regards to touch, kissing and sexual intercourse
- understand that when in an intimate relationship I will need family or school to support me.

BULLYING

- understanding of what bullying is, not just physical behaviour, but verbal and leaving people out, online etc
- knowing what to do if you are bullied or see someone being bullied
- understanding why bullying is wrong and how it makes others feel

STRANGERS

- recognition of who a stranger is and understanding that not all strangers look bad and that not all strangers are bad!
- understanding that it is not just strangers who can hurt us.
- awareness of different scenarios where strangers may talk to them and what to do
- recognition of safe strangers and how we know i.e. police visitors badge in school etc
- recognition of strangers online and how to use social media safely.

-PRIVATE/PUBLIC

- awareness of the difference between a private and public place
- awareness that we have private parts of our body that we do not show in public
- awareness that our private parts belong to us
- awareness of different clothes that can be worn in public and private places i.e. swimming pool
- understanding of how to keep private i.e. close doors/curtains
- understanding of appropriate behaviour in public and in private

EMOTIONS

- recognition of different emotions in self, starting with simple emotions happy, sad to more complex ones, frustrated, anxious
- how to manage your own feelings appropriately i.e. strategies to help you feel calm
- recognition of emotions in others and how to respond to them appropriately

Class half termly planning will include learning outcomes and some suggested activities that are completed around a theme. For further specific ideas these can be found in the curriculum documents folder on the public drive.

Curriculum Framework – Personal and Social Development

Curriculum Frame / Key Component - Ruby



Class half termly planning will include learning outcomes and some suggested activities that are completed around a theme. For further specific ideas these can be found in the curriculum documents folder on the public drive.

Learning Opportunities

FAMILY AND FRIENDS

- awareness of who my friends and family are and the difference between them
- the difference between appropriate behaviour and conversations with family and friends
- a deeper understanding of what makes a good friend and how to treat your friends, showing empathy, showing an interest in others' lives, sharing and compromising
- understanding how to initiate making new friends and understanding the difference between a friend and acquaintance
- recognition that everyone's families look different – single parents, grandparents, same sex parents etc
- the roles of each person in a family and how to help one another
- understanding the responsibilities of being a parent

TOUCH

- establish understanding of personal space and that people's boundaries may vary
- recognition of own preference towards touch and how to convey this politely to others
- understanding that other people may have different preferences towards touch
- understand appropriate strength when touching i.e. high fives/handshakes/playing
- understanding the importance of asking consent personally and for other to ask however big or small the touch i.e. hug v's kiss
- understanding others body language and implied consent e.g. holding hand out to welcome a handshake, turning away from a hug
- Understanding different appropriate touch with family, friends and strangers
- Understanding what to do when unwanted touch takes place.
- understanding personal touch, how to do it safely and privately and personal religious views
- Understanding that a person's consent can change

EMOTIONS

- recognition of different emotions in self, starting with simple emotions happy, sad to more complex ones, frustrated, anxious
- how to manage your own feelings appropriately i.e. strategies to help you feel calm
- recognition of emotions in others and how to respond to them appropriately
- understanding that emotions will change and be unpredictable during puberty
- recognition of people/places where it is OK to let your emotions out and times when they need to be kept under control

INTIMATE RELATIONSHIPS

- understanding attraction and what makes an intimate relationship different to a friendship
- understanding of appropriate ways to start an intimate relationship and that they must begin with consent
- understanding of different types of intimate relationship including LGBTQ+
- Understanding of consent with regards to touch, kissing and sexual intercourse and that consent can change
- understanding of sexual intercourse – taught to be within a loving stable relationship and in line with personal religious views
- understand that when in an intimate relationship I will need family or school to support me.
- Understanding of contraception, STI's and sexual health
- Understanding of the science of how babies are made and develop

MY BODY – also My Health

- Identify and name body parts including private body parts through songs and games and during everyday routines and using correct private body parts when helping with toileting and physical care
- understanding how to keep different parts of your body clean and carry out daily routines independently
- understanding changes that happen to our bodies as we grow from a baby to an adult and on into old age
- understanding the changes that take place during puberty including periods and wet dreams
- managing periods and changing of pads independently

PRIVATE/PUBLIC

- awareness of the difference between a private and public place (including the understanding that public toilets are not private places, shared bedrooms are only private when in them on your own)
- awareness that we have private parts of our body that we do not show in public
- awareness that our private parts belong to us
- awareness of different clothes that can be worn in public and private places i.e. swimming pool
- understanding of how to keep private i.e. close doors/curtains
- understanding of appropriate behaviour in public and in private
- understanding of appropriate language/conversations in public and private places

BULLYING

- understanding of what bullying is, not just physical behaviour, but verbal and leaving people out, online etc
- knowing what to do if you are bullied or see someone being bullied
- understanding why some people might bully
- understanding why bullying is wrong and how it makes others feel
- how to support someone who has been bullied

STRANGERS

- recognition of who a stranger is and understanding that not all strangers look bad and that not all strangers are bad
- understanding that it is not just strangers who can hurt us.
- awareness of different scenarios where strangers may talk to them and what to do
- recognition of safe strangers and how we know i.e. police visitors badge in school etc
- recognition of strangers online and how to use social media safely.
- understanding that you are a stranger to others and how to act appropriately

Appendix 4: Parent form: withdrawal from sex education within Relationships and Sex Education

Parents can request withdrawal from sex education, as outlined in section 9 of this policy.

Requests for withdrawal should be put in writing (e.g. by email) and addressed to the Principal.

Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

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

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

Appendix 5: Template letter to be sent to parents & carers on an annual basis

Dear Family,

We value the important partnership we have with families in supporting the personal development, wellbeing and safety of our children and young people.

We would like to remind you that Netherhall Mead Academy provides Relationships Education, Relationships and Sex Education (RSE) and Health Education in accordance with the Department for Education statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE 2026).

As an all-through special school, we deliver the statutory curriculum appropriate to the age of each pupil. Teaching is carefully adapted to meet pupils' individual developmental stage, communication needs and learning needs, ensuring that all pupils are able to access the curriculum appropriately.

Relationships Education and Health Education are compulsory for all pupils. Primary-aged pupils are not required to receive sex education beyond the National Curriculum for Science. Relationships and Sex Education is compulsory for secondary-aged pupils.

Parents do not have the right to withdraw their child from Relationships Education, Health Education or the biological aspects of reproduction taught through the National Curriculum for Science. Parents of primary-aged pupils may request withdrawal from the non-statutory elements of sex education. Parents of secondary-aged pupils may request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education until three terms before their child turns 16. After that point, if the young person wishes to receive sex education rather than remain withdrawn, the school will make appropriate arrangements in accordance with statutory guidance.

If you wish to request that your child is withdrawn from sex education, please contact the Principal in writing (for example, by email). In line with statutory guidance, we will discuss your request with you to ensure that you understand the nature and purpose of the curriculum before any decision is made. You may also request withdrawal by completing Appendix 4 of the school's Relationships and Sex Education Policy.

We are committed to working openly with families and welcome you to view the teaching materials used to support Relationships and Sex Education. If you would like to do this, please contact the school office to arrange a convenient appointment.

A copy of the school's Relationships and Sex Education Policy, including Appendix 4, is available on the school website or from the school office on request.

Thank you for your continued support in helping us provide a high-quality Relationships and Sex Education curriculum that prepares our children and young people for healthy, safe and respectful relationships.

Yours faithfully,

Sarah Naylor

Principal