



# Linden Lodge School

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## Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact [Co-Headteachers@lindenlodge.wandsworth.sch.uk](mailto:Co-Headteachers@lindenlodge.wandsworth.sch.uk)

### Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

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## Introduction & Curriculum Aims

This policy has been developed from a series of conversations & consultations with: Governors, senior leadership, our safeguarding team, school therapists, staff, parents, and pupils. While developing our policy and curriculum, we also consulted with a number of external agencies, including: Wandsworth Educational Psychologists, Wandsworth CAMHS Psychologists, UNICEF, Educate & Celebrate, National Children's Bureau, and Brook.

At Linden Lodge, we are proud to offer a thorough, frank, and shame-free Relationships Education and Relationships and Sex Education (RSE) curriculum to all of our pupils. We believe that everyone has the right to equal opportunity access to this education, empowering each individual with the knowledge and skills to successfully navigate this area of their life.

Central to our policy and curriculum are the fundamental British Values:

<b>British Value</b>	<b>What that looks like in Relationships Education and RSE</b>
Democracy	Education that promotes freedom and equality, where everyone is aware of their rights and responsibilities.
The rule of law	Education about the need for rules and laws to ensure happy, safe and secure relationships and sex, including education about how each individual is protected by the law.
Individual liberty	Protection of each pupil's rights and the rights of others when it comes to relationships and sex, including: Equality and Human Rights; Personal Development; Respect and Dignity Rights; choice, consent and individuality; and values and principles.
Mutual respect and tolerance	Education that requires respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Education that promotes tolerance between those with different faiths and beliefs, and for those without faith. Understanding that we don't all share the same beliefs and values; and respecting the values, ideas and beliefs of others whilst not imposing our own on others. Education that embraces diversity; acknowledges and respects the importance of religion, traditions, cultural heritage and preferences; and tackles stereotyping, labelling, prejudice and discrimination.

Through our curriculum, our aim is to develop pupils who understand their freedoms, their rights, and their responsibilities when it comes to relationships, sex and health. We want pupils to know and understand as much as they have individual capacity for; and we are dedicated to providing meaningful learning opportunities to enable this. Our commitment is that every Relationships Education and RSE learning opportunity at Linden Lodge is one whereby individuals will feel safe, valued, and can contribute for the good of themselves and others.

## **Government Guidance and Statutory Requirements**

Relationships Education and RSE at Linden Lodge School is in accordance with the Department for Education's legal requirement that Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools in England from September 2020, including for academies and special schools.

This is statutory guidance from the Department for Education issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Schools must have regard to the guidance and, where they depart from those parts of the guidance which state that they should, or should not, do something, they will need to have good reasons for doing so.

Relationships Education and RSE at Linden Lodge School follows the guiding principles that all of the compulsory subject content must be age appropriate and developmentally appropriate; and it must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

### **Definition of Relationships Education (Primary)**

The focus in primary years is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The Relationships Education and RSE (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

For details on curriculum content, see Appendices (page 9).

### **Definition of Relationships and Sex Education (Secondary)**

The aim of RSE, taught in the secondary years, is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem, and understand the reasons for delaying sexual activity. Effective RSE also supports

people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

### **Teaching Responsibility**

Relationships Education and RSE can be taught discretely and/or through an integrated approach with PSHE, Citizenship, Science, Computing, and PE. The Department for Education encourages established school staff to take on the teaching of RSE instead of outsourcing to external organisations. However, working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. When deemed fitting, appropriate, and accessible for pupils, Linden Lodge School may invite visitors in to teach as an enhancement to the curriculum, rather than as a replacement for teaching staff.

### **Managing Difficult Questions**

Pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out in the curriculum content. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Therefore, Linden Lodge teaching staff will endeavour to answer such questions in an age- and developmentally-appropriate way. Teaching staff can consider the potential for discussion on a one-to-one basis or in small groups, depending on what is appropriate and inappropriate in a whole-class setting. Teaching staff may require support and training in answering difficult questions, and are encouraged to communicate with their line manager, Head of School, Head Teacher, or Personal Development Lead in such circumstances.

### **Safeguarding, Reports of Abuse and Confidentiality**

At the heart of these subjects there is a focus on keeping children safe, and Linden Lodge School is committed to playing an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children and young people should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Good practice will be to involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

If Linden Lodge School invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, Linden Lodge School is aware that pupils may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images. If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

### **Subject Monitoring and Evaluation**

At Linden Lodge School, we have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. We build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed and assessments used to identify where pupils need extra support or intervention.

Whilst there is no formal examined assessment for these subjects, there are some areas teachers may consider using in order to strengthen the quality of provision, and which demonstrate assessment of outcomes. For example, tests, written assignments or self-evaluations to capture progress.

### **VI and MDVI Accessibility**

The Department for Education instructs that Relationships Education and RSE must be accessible for all pupils, and we are deeply committed to this at Linden Lodge School. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Sighted children develop an awareness of much of the basics of relationships, sex and health, for example anatomical features, like much of their other early learning: incidentally through visual observation. Pupils with VI and MDVI require explicit instruction and active compensation. At the appropriate time, pupils need to be given access to accurate information. Misconceptions can arise because of the lack of opportunity to reinforce and/or modify initial understanding with a variety of visual experiences. Therefore, like other VI-adapted content, Relationships Education and RSE should be taught using a multi-sensory approach in which a range of tactile resources feature heavily. Linden Lodge School will assess each resource proposed for use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs. Staff delivering the content should provide examples of the resources that they plan to use in order to reassure parents and enable them to continue the conversations started in class at home.

The pace and detail of topics are developed to meet the specific needs of pupils at different developmental stages. A priority is to support pupils with concepts such as consent, to enable pupils to be informed and to keep safe. Pupils are given support to personalise conceptual learning to their own relationships, behaviours, experiences and maturation. Teachers work alongside therapists to help pupils understand the nuances of social and appropriate relationships, language and touch.

Linden Lodge School is particularly mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching Relationships Education and RSE to our pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. To this end, Relationships Education and RSE will be particularly important subjects for our pupils. As with all teaching for these subjects, Linden Lodge School will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate, and delivered with reference to the law.

### **Working with Parents and Guardians**

The role of parents and guardians in the development of their children's understanding about relationships is vital. Parents and guardians are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Linden Lodge School will work closely with parents and guardians when planning and delivering Relationships Education and RSE. Linden Lodge School will ensure that parents and guardians know what will be taught and when. Parents and guardians will be given every opportunity to understand the purpose and content of Relationships Education and RSE.

Linden Lodge School is committed to good communication and providing opportunities for parents and guardians to understand and ask questions about our



approach. We are happy to address any concerns and help support parents and guardians in managing conversations with their children on these issues.

Where parents and carers have complaints which cannot be resolved through informal discussion, Linden Lodge School asks that they follow our school's Complaints Policy.

### **The Right to Withdraw**

Parents and guardians have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the head teacher will discuss the request with parents/guardians and, where appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Linden Lodge School will document this process to ensure a record is kept.

The Department for Education wants parents and guardians to understand the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child 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 propose to deliver sex education to their child at home instead). To this end, the head teacher will include these points as part of discussions if and when parents and guardians request that their child be withdrawn from some or all of sex education.

Once these discussions have taken place, except in exceptional circumstances, Linden Lodge School will respect the parents' or guardians' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, and has the capacity to advocate for this, Linden Lodge School will make arrangements to provide the child with sex education during one of those terms.

Linden Lodge School's head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary years, other than as part of the science curriculum. If a pupil is excused from sex education, it is Linden Lodge School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education.

### **Appendices**

## **Content in the Early Years**

In Early Years, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

## **Content in Primary**

In Primary, pupils are taught Relationships Education. Pupils learn about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils learn about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place in Secondary.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children (families can include, for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures). Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes in the individual. Across Linden Lodge School, we encourage the development and practice of resilience and other attributes, including character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils are given opportunities to develop personal

attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, Linden Lodge School teaches pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In Primary, this is delivered by focusing on boundaries and privacy, and ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, Linden Lodge School balances teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

By the end of Primary, Linden Lodge School will endeavour to teach each individual pupil as much knowledge as is developmentally appropriate for them. The following outlines our most aspirational learning outcomes:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
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<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>

	<ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Content in Secondary

RSE provides clear progression from what is taught in Primary in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Through RSE at Linden Lodge School, pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which Linden Lodge School supports the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, Linden Lodge School recognises that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same sex relationships. This is integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these is that the applicable law will be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Linden Lodge School may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education. Pupils are well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is

addressed sensitively and clearly. Linden Lodge School may address the physical and emotional damage caused by female genital mutilation (FGM). In this case, pupils will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils will be given the needed support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Linden Lodge School is mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety is also addressed. Pupils are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education should help young people understand acceptable behaviours in relationships.

By the end of Secondary, Linden Lodge School will endeavour to teach each individual pupil as much knowledge as is developmentally appropriate for them. We will continue to develop knowledge on topics specified for primary and, our most aspirational learning outcomes will cover the following content by the end of secondary:

<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> </ul>
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	<ul style="list-style-type: none"> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<p><b>Online and media</b></p>	<p>Pupils should know</p>



	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul>

	<ul style="list-style-type: none"> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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### Content in Sixth Form

Pupils in Sixth Form should consolidate and develop prior learning from Primary and Secondary content. Where developmentally appropriate, in order to best prepare for adulthood, Sixth Form pupils may broaden and deepen their Relationships Education and RSE through resources from Brook: <https://www.brook.org.uk/>

**Content in the Minerva Centre**

Pupils in the Minerva Centre should be taught Relationships Education and RSE at the highest level of aspirational learning outcomes, as outlined in the Primary and Secondary content.

**Content in the Alba Centre**

Pupils in the Alba Centre should be taught Relationships Education and RSE at a developmentally-appropriate level with a specialised MSI approach, with opportunities to reach as many of the aspirational learning outcomes outlined in the Primary and Secondary content as possible.

**Content in the Harris Centre**

Pupils with PMLD have the right to high quality Relationships Education and RSE that differentiated for individual needs and abilities. Rather than teach these subjects discretely, teachers may choose to integrate the curriculum content across pupils' daily lived experiences.

*Examples*

As capacity for consent may be an issue for some pupils with PMLD, this can be taught when a teacher leaves time following a request. A pupil may indicate readiness before the teacher completes an action, and the teacher will acknowledge and respect the pupils' communication of consent or no consent before moving on.

Privacy may be experienced by a pupil in how the teaching assistant supports individual personal care with narration of their actions covering topics such as private/public and accurate naming of body parts.