



Relationships Education Policy

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Completed by: Gareth J Lowe

<u>Review:</u> September 2025

Policy Development & Consultation

Ladywood staff have contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

Background Information about the School

Ladywood School is an Outstanding Special School situated in Bolton. It caters for primary aged pupils with complex learning difficulties and pupils with a diagnosis of Autistic Spectrum Disorder.

Our pupils come from a large, and very mixed area, and are transported to school by the local authority. At Ladywood we aim to provide all our pupil with a broad and relevant education. We do this is in a positive environment that reflects our commitment of high expectations for all.

Due to the high demand for school places, Ladywood has opened a second site, Little Ladywood, which is situated on Lever Edge Lane, Bolton.

At Ladywood, our pupils are given the very best care and support to ensure that they gain essential skills and receive the very best from their educational experiences. Our team work in close partnership with our parents and the wider professional community to ensure a holistic and dynamic network of support for all pupils. Our curriculum is designed with pupils' individual strengths and needs at the heart of their learning. Every step is taken to ensure that our children develop a love of learning, in an engaging, challenging and creative environment. Our curriculum design and philosophy enables our children to question and explore in a variety of mediums. Through this we have developed a culture of safety and security to ask questions and feel supported enough to ask any staff within the trust.

Philosophy

Ladywood School is a proud member of Woodbridge Trust. As a trust we are constantly striving for the highest quality of teaching and learning for all our pupils across every area of the curriculum. This policy will provide a framework of guidance, which will emphasise our positive approach to raising standards and emulate the values of Woodbridge Trust. It will enable the staff to make an informed decision regarding standards and ensure the subject leadership role is performed rigorously, efficiently and effectively.

This document is a statement of the aims, principles and strategies for Relationships Education at Ladywood School. At Ladywood we want children to love, learn and grow. The teaching of Relationships Education is no different. Through specific lessons taught at Ladywood as part of our Personal, Social, Health and Economic (PSHE) curriculum, and the wider curriculum, we aim to:

- Provide a framework in which sensitive discussions can take place;
- Teach children the facts, such as those relating to health issues, which are important to their growth and development as individuals and as members of community groups that they might come into contact with or associate with;
- Enable children to acquire the skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- Encourage children to develop informed opinions and attitudes for themselves about a range of personal and social issues;
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Help pupils develop feelings of self-respect, confidence and empathy; whilst encouraging children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local community and wider society;
- Create a positive culture around issues of sexuality and relationships; encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;
- Teach the requirements of the DfE statutory guidance on Relationships Education;
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way; including teaching pupils the correct vocabulary to describe themselves and their bodies and ensuring children are aware of personal space and their right to privacy;
- Enable children to move with confidence from childhood through adolescence to adulthood. Helping the children to understand the changes that occur to the human body during puberty;
- Encourage the children to live confident and healthy lives.

Definition

In the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019', made under sections 34 and 35 of the Children and Social Work Act 2017 the focus in primary schools for Relationship Education is 'teaching of fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.'

At Ladywood we also believe that Relationships Education should help children to develop the skills to recognise and manage healthy relationships both online and in the real world. Our curriculum is designed to build resilience and self-esteem. Relationships Education involves a combination of sharing information, and exploring issues and values. Relationships Education is not about the promotion of sexual activity. In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Board of Trustees

The board of Trustees will approve the Relationships and Sex Education (RSE) policy, and hold the head teacher to account for its implementation.

In addition to fulfilling their legal obligations, the board of Trustees will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils;

• clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

• the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Head teacher and Senior Leaders

The head teacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from components of Relationships Education (see Parents Right to withdraw section).

Teaching and Support Staff

Staff are responsible for:

• Delivering Relationships Education in a sensitive way

- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head teacher. The teacher in charge of Relationships Education is the subject leader for PSHE.

Pupils

Pupils are supported to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity. High quality teaching that is differentiated and personalised will be the starting point of Relationships Education to ensure accessibility for all.

Parents' Right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within Relationships Education. See Appendix 1 Requests for withdrawal should be put in writing addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education sessions and the school will do its best to ensure any child that is withdrawn is treated sensitively and with respect.

Monitoring

The delivery of Relationships Education is monitored by the subject leader of PSHE or the head teacher through book scrutinies, learning walks, lesson observations and/or pupil voice interviews.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems. The subject lead will work closely with all teachers to plan and ensure the curriculum map ensures Relationship Education, RSE and Health Education programmes complement and are connected but do not duplicate content covered in other subjects. Teachers check prior knowledge and build on this into the planning process which forms a part of the Ladywood offer each term (KWL).

This policy will be reviewed annually by the PSHE subject leader. At every review, the policy will be approved by the Board of Trustees.

The Board of Trustees are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

Curriculum

Our PSHE curriculum follows the Ladywood scheme of work – which outlines the PSHE covered by all pupils following our differentiated, 3 tiered curriculum (exploratory, functional and core tiers). Appendix 2 shows which elements are covered.

We have developed the curriculum in consultation with all teaching staff, taking into account the age and needs of the pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, ensuring their answers are sensitive to the child asking the question and the rest of the class. This could involve speaking to the child on their own or in a small group. It might also involve not answering the question. It is important children's questions are answered appropriately so they are fully informed and don't seek answers online. Within the current guidelines and new terminology of 'gender questioning 'staff have been updated on the correct use of the terminology and moving forward will be using 'gender questioning' if such conversation or learning arises.

Strategies for Teaching

Teaching styles will be adapted to allow pupils to observe, explore and discover, and so enhance the developmental process. No single style of teaching will suit all activities. Teaching will include :-

- Differentiated approaches to match age, ability, attainments, interests and experiences of the pupils.
- Appropriate content being selected.
- Total communication approach
- Pupils being encouraged to use their abilities to problem solve, gather information and acquire new skills.
- Social interaction and co-operation being fostered and reinforced through group teaching sessions.
- Teaching the class as a whole on some occasions.
- Pupils working individually sometimes.
- Pupils receiving one to one guidance when necessary.
- Pupils being offered challenges through the careful analysis of previous attainment and well matched tasks/activities.
- Through the organisation of their teaching and learning environment, pupils will be given opportunity to generalise their learning in a variety of situations and contexts
- Development of a high quality learning environment including displays, learning walls, book corners and outside areas etc.

- Providing teaching and learning outdoors to allow children to experience learning for 'real'.
- Careful use of educational visits to maximise learning opportunities

Strategies for Learning

Effective Learning will take place via:

- Pupils taking an active part in lessons.
- Pupils and teachers having a sense of purpose.
- All staff having positive expectations of pupils.
- A good use of the opportunities to consolidate skills and the knowledge that pupils have acquired.
- Pupils being encouraged to think and communicate about their learning.
- Independent working being encouraged wherever possible.
- Pupils being given opportunities to work alone, in pairs, in groups and as part of a team.

Assessment, Recording & Reporting

In the Early Years Foundation Stage children are assessed using the Early Years Learning Goals in all areas of the EYFS curriculum under the Cherry Tree assessment system within Tapesty. 'Learning Journals' are used to evidence progress at this stage. In addition, children are being monitored on the National Baselining System.

The procedure for assessment, recording & reporting is in line with school practice for the whole curriculum. Children are assessed termly using the curriculum document and their progress is RAG rated. Children are assessed within their curriculum band in their year group: Exploratory, Foundation or Core. RSE is assessed as part of our PSHE curriculum.

The procedure for assessment, recording & reporting will be in line with school practice for the whole curriculum.

Resources will be purchased by the subject manager on an annual basis. Staff are encouraged to notify the subject manager of their needs.

For more information, all Curriculum Maps can be found on the Ladywood School website.

Training

Staff are informed on the updates of delivery of Relationships Education and it is included in our continuing professional development calendar.

The curriculum lead will also invite visitors from outside the school, such as school nurses and professionals from PLDS to provide support and training to staff teaching Relationships Education

Partnership with Parents

At Ladywood, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of children are paramount. We believe firmly in the need for involvement of parents and carers in the education of their children at Ladywood.

Dissemination of the Policy

The executive head, head of school, trustees, all staff members and health professionals will have access to this policy. Copies are available in school for parents on request.

Appendix 1- Parents Right to withdraw letter:

IO BE COMPL	ETED BY PARENTS			
Name of child		Class		
Name of parent		Date		
Reason for withc	drawing from sex educ	ation within relat	onships education	
Any other inform	nation you would like th	he school to con:	der	
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Appendix 2 - Curriculum map

Personal, Social and Emotional

Let's take a look at the children's experiences of PSHE-C/RSE and health in the **Early Years Foundation Stage** at Ladywood School...

PSED curriculum helps our children to develop a positive sense of themselves and others around them enabling them to lead happy and healthy lives. We aim to support our children to become more confident and independent with a strong focus on supporting self-care skills. We build strong, warm and supportive relationships with pupils to ensure that they are able to build attachments, understand their emotions and feel safe.

	Ge	rstand their emotions and feel safe.
	00	r Pesonal, Social and Emotional Development Curriculum provides
	-	Oppor lumities to support parential aspirations ensuing that we work closely with parents to achieve shared goals.
	- 1	The explicit scallolding of role play and function of play through enabling environments and a dult role-modeling.
	U	Support for pupils to beginning to recognize and manage their emotions
	ŀ	Askang emphasis on the wills needed to be successful learners including, furn taking, wailing, co-a peraiting with boundaries, working with peers and rengaging in adult Held tasks.
Tevelonment		Communication support to that our young learners can share their operions, develop their own preferencies and have a positive sense of set.
		An emphasis on modeling and guiding pupilisin learning how to look at ler their bodies, including healthy eating, oral health and man- age perional needs as independently as they can.
	· ·	Educational visits to a range of places such as a calk or supermaned which supports pupils in safety exploring their community and having test hand experiences to embed and generalize their learning.
	•	Opportunities to pullid on social interaction in order to develop relationships with peers, areat a triandhips and relative conflicts pairies by.
	-	The promotion of independence by giving children responsibilities and jobs.
	-	Individual behaviour support through positive shall gies such as instand then visuals, limers, behaviour symbol ships, working for charts,
		live it/ 1 dan 't live it symbols and instant new ards.
	•	Gear expectations and routines to help support and scattold positive behavior.
	co	em. It is important for our pupils to have opportunities to explore their physical world and their mmunity through a range of experiences to increase their knowledge and sense of belonging.
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Understanding the World	co Thr pe en	 mmunity through a range of experiences to increase their knowledge and sense of belonging. Ough educational visits and meeting important members of our society we provide first hand extremes to support our pupils in building their understanding of the world around them and also bedding vocabulary. <u>PUndestanding of the World Curriculum allows for</u> Developing our pupils curicity by role modeling and expressing enthusiam when noticing the world around us. Educational visits within the community to explore, learn and develop life-skills in a range of places such as parks, shops, libraries and museums. Oppor lumities to meet important members of society, such as police officiers, nurses and firefighters. Celebrating and learning, about a range of faiths and cultures, in order to recognise similarities and differences such as, bithdays, Eld and Chinese New Year. Eploring cause and effect in a range of contexts. Pupils to develop their understanding of how to care for an implicant their environment through practical experiences such as watching caterpillars grown and caring for plants. A range of opportunities to learn in different places, such as the forest, garden, soll play and within their community via weekly educational visits.
Understanding the World	co Thr pe en	 munify through a range of experiences to increase their knowledge and sense of belonging. Ough educational visits and meeting important members of our society we provide first hand experiences to support our pupils in building their understanding of the world around them and also bedding vocabulary. Undestanding of the World Curiaulum allows for Developing our pupils curiosity by role modeling and expressing enthusiaen when noticing the world around them and also museums. Opportunities to meet important members of society, such as police officers, numes and firstighters. Celebrating and teaming about a range of faiths and cultures, in order to recognise similarities and differences such as bithdays, Ed and Chinese New Year. Eptoring cause and effect in a range of contexts. Arange of opportunities to learn in different places, such as the forest, garden, soft play and within their community via weekly educational visits. Eptorare to a wide range of diverse stories, non-fiction books, rhymes and polem, identifying similarities and differences. Use of interactive deptays, topic books, proved cloud and school blog to show case of our learning inside and outside of the clasero on

Further subject links to our EYFS curriculum continued on the next page...

evelonment		exp dev and	sical activity plays a vital part in our children's development and provides them with the skills to plore the world around them and lead healthy and active lives. We place a strong emphasis on veloping pupils confidence, core strength, stability, balance, spatial awareness, co-ordination I agility. Pupils are supported in developing and strengthening their gross and fine motor muscles ough fun and engaging activities in order to prepare them for writing.
2	•	Our	Physical Development Curriculum provides
2) -	•	A strong emphasis on promoting a healthy and varied diet where children are supported in trying new toods, tastes and textures at their own pace taking into account any sensory sensitivities.
Physica		•	Gross motor support through physical activities such as almbing, jumping on the trampoline, arowing through tunnels and riding trikes, which provide the foundation for developing healthy bodies and social and emotional wellbeing.
Phys		•	Educational visits that allow our learners to practice their physical skills in different places such as the park, walks in differ- ent ferrains and our wild and tree curriculum.
Communication	nage	der and are	advwood School communication and language is threaded throughout our curriculum and un- pins everything we do. We provide a communication rich environment that develops listening I attention, understanding and speaking from the very moment our pupils arrive in school. Staff Elklan trained and work closely with Speech and Language Therapists to ensure that pupils are vided with high quality communication and language support.
2	bu	Our	Communication and Language Curriculum provides
2	σ	•	Opportunities for pupils to develop their 'pupil voice' through sharing their opinions and making choices
Ę		•	Blank level questioning to invite pupils to share their knowledge and elaborate.
ů	and	•	Opportunities for conversation, staryfeling and role play, where children can share ideas with support and modeling from start.
		•	Attention autsm strategies to engage our young learners and to develop listening, attention and improve concentration.

Relationships and Sex Education (RSE)

The RSE section of this curriculum map is broken down into 5 strands—Families and people who care forme; Caring friendships; Respectful relationships; Online relationships; and Being safe.

Answering difficult questions:

Leaving children with unanswered questions can lead to children trying to acquire information in inappropriate ways (e.g. inappropriate internet searches). Therefore, it is important that teaching staff answer any difficult questions in a sensitive and informative way; being aware that some questions should be answered as a whole group and some questions should be answered and discussed on an individual basis. Teaching staff should also make sure that pupils are aware that they are developing at different stages and have open discussions of how these changes may affect pupils in different ways.

Right to withdraw:

Parents/carers of pupils have the right to withdraw them from all/part of the RSE curriculum at any fime during the course of their school journey—please liaise with the PSHEC team and SLT if this affects a child in your class.

			Year 1			
	CORESKUS LE MOTIONAL REALTH AND WELLIEING	REEPING SATE LEEING A REKTAKER	BEING HEALTHY & DRUGS, ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI- BULLYING	TAXING PART & ECONOMIC WELLEEING AND RNANCIAL CAPABLEY	SEX AND RELATIONSHIPS &
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			Year 2			
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	 To begin to explain why they made a choice 	 To begin to recognize how other factors can influence 	 To begin to understand that some things that are un- 	 To recognite builying being- hors 		billy, communica- tion, sharing, com-
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