



# Relationships, Sex and Health Education Policy

## **Introduction**

West Oaks School is committed to providing a broad and balanced curriculum which reflects the Special Educational Needs, Disabilities and heritages of our pupils across our three school sites, those being Woodhouse Learning, Boston Spa Learning and Headingley Learning. Our provision educates pupils aged from 2 to 19 years old. All have an Education, Health and Care Plan.

West Oaks School curriculum has 5 distinct pathways designed to engage pupils in meaningful, active learning. Our curriculum aims to maximise every pupil's potential and is one within which every pupil can achieve, be safe, be healthy and make a positive contribution.



See Curriculum map in Appendix A.

## **Mission Statement**

“At West Oaks we strive for Excellence for Everyone in our school community”

As a specialist provision, we believe that RSHE is vitally important for our pupils, equipping them with essential life skills; ensuring personal safety and fostering healthy, respectful relationships. Due to their additional needs our pupils are more vulnerable to abuse. They have the right to a coherent, well structured RSHE curriculum that reflects themselves and the society in which they live.

## **Statutory Framework**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory.

The 2025 statutory guidance on Relationships, Sex and Health Education published by the Department for Education (DfE) states that:

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.

Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.”

Each and everyone of our pupils have the right to an education which will help them to develop an understanding of happy and healthy relationships in all forms alongside an age-and-stage-appropriate Sex and Health Education to ensure they are safe, healthy, and equipped to understand changing bodies and emotions.

RSHE serves as a key safeguarding tool to help children and young people to recognise abuse, understand boundaries, and build healthy relationships, supported by a whole school ethos focused on fostering safety, self-esteem, and independence.

Key goals for our RSHE curriculum include;

- **Safety and Protection:** Pupils learn to identify and report abuse, understand personal boundaries, know the difference between public/private, and recognise safe/unsafe touch.
- **Correct Anatomical Knowledge:** teaching pupils the correct names for private body parts is vital for clear communication, especially in safeguarding contexts and for pupils to understand their own and other’s bodies.
- **Understanding Puberty:** Timely education ensures pupils are prepared for physical and emotional changes, reducing anxiety.
- **Self-Esteem and Identity:** Building confidence, a strong sense of self, and understanding one's own feelings and behaviours to lead fulfilling lives. Understanding others’ identities leads young people to become respectful members of society.
- **Relationship Skills:** Developing skills for healthy relationships (friendships and family, sexual and romantic), understanding different types of families, and learning empathy and respect.
- **Health and Well-being:** Understanding physical development, personal hygiene, and health (including sexual health), including the impact of relationships on mental and physical health.
- **Empowerment and Independence:** Equipping pupils with the decision-making, assertiveness, and communication skills necessary to make informed, safe choices in adult life.
- **Improved Life Outcomes:** Effective RSHE fosters independence and helps pupils navigate social situations, reducing risk-taking behaviour.

These outcomes are tailored to be age-appropriate and developmentally suitable, employing specific, concrete language and visual aids.

**The core themes of Relationships Education in our RSHE curriculum are;**

- **Families and People Who Care for Me:** Understanding that families provide love, security, and stability, including acknowledging diverse family structures.

- **Caring Friendships:** Learning how to make friends, the characteristics of positive friendships (kindness, trust, respect), and how to manage conflict.
- **Respectful Relationships:** Teaching courtesy, the importance of self-respect, and understanding boundaries in various contexts.
- **Online Relationships:** Recognising that the same principles of respect apply online, including staying safe and reporting issues.
- **Being Safe (Personal Body Safety):** Understanding privacy, personal boundaries, the difference between appropriate and inappropriate contact, and the right to say "no".
- **Puberty and Development:** Covering the emotional changes.

These are vital components of Relationships, Sex and Health Education (RSHE) that help pupils to understand their own bodies, manage personal safety, understand consent, and navigate relationships in a way that respects their specific learning needs, physical development, and maturity.

#### **Core Components of Sex Education in our RSHE curriculum are;**

- **Puberty and Physical Changes:** Covering menstruation, masturbation and physical development before they occur so that pupils are adequately prepared.
- **Human Reproduction:** Factual, scientific, and age-appropriate information about how babies are conceived and born.
- **Body Ownership and Privacy:** Distinguishing between public and private spaces/behaviours and understanding that their body belongs to them.
- **Consent and Personal Space:** Teaching the concept of boundaries, consent, and appropriate vs. inappropriate physical and social contact.
- **Safety and Exploitation Prevention:** Equipping pupils with the skills to identify risky situations, understand legal aspects (e.g., age of consent), and avoid sexual abuse or exploitation. Supporting pupils to understand where they are able to seek help and how to take care of their sexual health. This includes how to stay safe online including the impact of pornography and the media on our views and opinions.
- **Healthy Relationships:** Distinguishing between types of relationships (family, friend, romantic) and understanding the emotional components of trust and respect. This also covers understanding parenthood.
- **Feelings and Attitudes:** Understanding our feelings, including romantic and sexual, and how to approach these safely and with respect including topics such as pleasure. Identifying stereotypes and stigmas and considering how we break these down. Navigating and understanding negative feelings such as rejection. Unpicking themes such as identity and developing respect and acceptance of others.

See 'Whole School Coverage' document in Appendix B.

### **Curriculum Design**

Our curriculum pathways are thoughtfully designed and carefully adapted. The content is allocated to each pathway with consideration given to levels of understanding, pupils' comprehension levels, age range and emotional development and awareness.

Detailed, highly adapted, long and medium-term plans for each pathway are written so that every pupil can access a responsive and highly individualised RSHE curriculum.

The RSHE curriculum is planned alongside Science and Personal, Social, Health and Economic Education (PSHE) so that it is clear as to which themes are taught within each.

In science, where appropriate, we cover...

from the Key Stage 2 National Curriculum :

- **The Human Body & Organs:** Identifying and naming basic parts (heart, lungs, brain, stomach, intestines, skin, teeth) and their functions.
- **Skeleton and Muscles:** Understanding the skeleton's role in support, protection, and movement; how muscles contract and relax.
- **Digestive System:** Learning how food travels through the body, is broken down by teeth and stomach, and absorbed.
- **Circulatory System:** Identifying the main parts of the heart and blood vessels, and understanding the role of blood in transporting oxygen.
- **Health and Lifestyle:** The importance of a balanced diet (food groups), exercise, hygiene, sleep, and the impact of drugs/medicines on the body.
- **Life Cycles and Development:** Changes in humans during their lifetime, including puberty.

from the Key Stage 3 National Curriculum :

- **Nutrition and Digestion:** Detailed study of a balanced diet (carbohydrates, lipids, proteins, vitamins, minerals, fibre)
- **Gas Exchange and Respiration:** Structure of the lungs, the process of breathing,
- **Circulation:** Blood components and the structure/function of the heart and blood vessels.
- **Reproduction:** Human reproductive systems, fertilisation, the menstrual cycle, gestation, and birth.
- **Health and Disease:** Communicable vs. non-communicable diseases, immune system, vaccines, antibiotics, and the effects of lifestyle.
- **Inheritance and Evolution:** genetic variation, inheritance of characteristics, and natural selection.

In the PSHE curriculum, where appropriate, we cover...

From the Key Stage 2 National Curriculum :

Building foundation knowledge, in emotional literacy, and understanding changes.

- **Health and Wellbeing:** Puberty and the changing adolescent body (menstruation, body changes), mental health (normal range of emotions, self-care, loneliness), importance of exercise and sleep, dental health, basic first aid, drug/alcohol/tobacco education (safety around household products and medicines).
- **Relationships:** Family structures, caring friendships, respect for others, personal boundaries, privacy, consent (seeking permission), and recognising/dealing with bullying (including cyberbullying).
- **Living in the Wider World:** Digital citizenship (safe internet use, digital footprints), economic wellbeing (role of money, saving, budgeting), and community responsibility.

And where appropriate, from the Key Stage 3 National Curriculum :

The curriculum becomes more complex, focusing on independent decision-making, risk management, and sexual health.

- **Health and Wellbeing:** Mental health, drug/alcohol/tobacco education, sexual health (contraception, fertility, STIs), emergency life-saving skills (CPR), and personal safety.
- **Relationships:** Positive/healthy friendships and romantic relationships, consent (online and offline), sexual exploitation, coercive control, domestic abuse, pornography, and online safety (including "nudes", grooming, and misogyny).
- **Living in the Wider World:** Careers education, managing money, media literacy (fake news, online grooming), and rights/responsibilities (extremism, radicalisation, equality)

Updated 2025 guidance (effective by Sept 2026) places greater emphasis on:

- Digital Safety: online misogyny, "manosphere" influence, and sexual harassment.
- Personal Safety: Added focus on fire and travel safety (road/water/rail).
- Wellbeing: bereavement, grief, and loss.
- Financial Literacy: scams, fraud, and "sextortion".

### **Planning process and CPD**

Long term plans are created by the Teaching and Learning Coordinator (TLCo) RSHE leader. This overview of learning in each key stage/curriculum pathway can be found in the 'Whole School Curriculum Coverage' document. Appendix B.

Medium-term plans are written by Curriculum Pathway Leaders, ready for class leaders to adapt and differentiate to ensure that every pupil receives the appropriate level of input.


A 'Curriculum Overview' is created by the class leader to indicate the material they intend to teach in each half term. This is then further adapted on a weekly basis in the short-term lesson plans.



This may be implemented in whole-class sessions, group work or on an individual basis.


We aim for our RSHE lessons to promote active rather than passive learning and high-quality, inclusive resources are selected and used to support this. Pathway leaders and their teams create a range of high-quality adapted resources alongside sourcing suitable physical resources which are bought, or loaned.


Heads of School and senior leaders provide support and guidance to staff. The pathway teams work together to share good practice.

Training is provided using a range of reputable external providers, as well as internal CPD, to ensure that staff have the knowledge, skills and confidence in using resources correctly and implementing the RSHE curriculum effectively within classrooms.

Curriculum pathway	Intent and implementation
<p>Foundations</p> 	<p>In Foundations, RSHE is delivered and assessed through two prime areas: Personal, Social and Emotional Development and Communication and Language. They relate to the objectives developed within the Development Matters framework which is used to create the West Oaks Foundations Curriculum, with pupils working towards the West Oaks Foundations Learning Goal (a set of objectives specifically designed to meet the needs of the pupils). RSHE within foundations is delivered as part of daily planning, teaching and learning and follows the child led approach to reflect the interests and needs of the children.</p> <p>The key concepts taught in Foundations are:</p> <ul style="list-style-type: none"> <li>● Making relationships - with adults and peers</li> <li>● Self-confidence and awareness - developing own self-confidence and being aware of yourself as an individual</li> <li>● Managing feelings and behaviour - developing regulation strategies and independence in regulating and beginning to explore emotion based language</li> </ul> <p>If appropriate, the following topics would be covered:</p> <ul style="list-style-type: none"> <li>● Keeping safe online</li> <li>● Public and private, including naming body parts</li> <li>● Keeping myself safe and who I can talk to</li> </ul> <p>The first term of each year specifically focuses on the three prime areas to ensure pupils are physically comfortable, regulated and have identified communication strategies. Within PSED pupils will be focusing on forming and making relationships with adults and peers, self-confidence and regulation which will be further developed as the year progresses. Parents are regularly updated with what the children are focusing on within school and their individual outcomes are shared with them at key points throughout the year (Sept, Dec, March, July).</p>

<p>Footsteps</p> 	<p>The Footsteps pathway is designed to meet the needs of our Key Stage 2, 3, 4 and 5 pupils with the most complex needs. They are likely to be working at very early developmental levels.</p> <p>We recognise that RSHE is vital for equipping pupils with the skills to navigate personal safety and build healthy relationships. This commitment extends to our learners working at early developmental levels.</p> <p>RSHE teaching may be delivered as an individual, group-work or whole class basis depending on individual needs of the pupils.</p> <p>The aim of the Footsteps RSHE coverage is for pupils to learn about:</p> <ul style="list-style-type: none"> <li>• Families and Respectful relationships: What does my family look like and what do they do for me? Who are my friends and what do I like about them?</li> <li>• My body: Recognising body parts, thinking about how bodies change as we grow up.</li> <li>• Feelings and Attitudes: What are different emotions and what makes us happy and sad.</li> <li>• Life cycles: Thinking about what we looked like as babies and what happens when we grow up</li> <li>• Keeping Safe and Looking After Myself: Learning about private parts on our bodies and private spaces. Being able to identify who are safe, and identify people who we can communicate with when things don't feel right.</li> <li>• People who help me: Recognising people who help us at home, school and in the community</li> </ul> <p>The following may be taught if it is appropriate to individual pupils:</p> <ul style="list-style-type: none"> <li>• What is puberty? Does everyone go through it and when?</li> <li>• What body changes do boys and girls go through at puberty? This includes erections, masturbation and menstruation where appropriate.</li> </ul> <p>Additionally, pupils who are working on the Footsteps curriculum may need content delivered from the Stepping Stones coverage if this is needed for an individual.</p>
<p>Stepping Stones</p> 	<p>Within the Stepping Stones pathway RSHE is delivered through the following key topic areas:</p> <ul style="list-style-type: none"> <li>• Families and respectful relationships: how to recognise healthy and unhealthy relationships (friends and family), recognising and respecting diverse family structures</li> <li>• My body: recognising and naming body parts, puberty and changes to my body including erections, menstruation and masturbation, personal hygiene, public and private</li> <li>• Feelings and attitudes: recognising and naming emotions, how to cope with strong emotions, how our feeling might change as we grow older</li> <li>• Life cycles: the human life cycle, how will we change as we grow older, what care do babies need, how to stay happy and healthy</li> </ul>

	<ul style="list-style-type: none"> <li>● Keeping safe and looking after myself: recognising people that can help us in school, at home and in the community, public and private and what to do if I feel uncomfortable</li> <li>● People who help me: understanding how to seek help and recognising those who help us in different contexts.</li> </ul> <p>The curriculum is based on national guidance and schemes of work published by the PSHE Association, ensuring full compliance with the latest statutory requirements.</p> <p>RSHE is delivered in a way that is appropriate to pupils' chronological age while also taking full account of their individual needs, understanding, and developmental level.</p> <p>Resources are sourced from reputable organisations including the 'PSHE Association', '1Decision' and BBC Bitesize.</p> <p>Teaching approaches, resources, and language are carefully adapted to ensure that content is accessible, meaningful, and sensitive to the individual needs of pupils within the pathway. This ensures that all pupils are supported to develop the knowledge, skills, and attitudes they need to form positive relationships and to keep themselves safe and healthy.</p> <p>Where appropriate, some pupils may also access content from the Reaching High pathway.</p>
<p>Reaching High</p>  <p>Reaching High</p>	<p>The RSHE curriculum is based on national guidance and schemes of work published by the PSHE Association, ensuring full compliance with the latest statutory requirements. These are the key intentions for RSHE within the Reaching High pathway:</p> <ul style="list-style-type: none"> <li>● <b>Attitudes and Values:</b> Developing an understanding of individual conscience and moral considerations, alongside the importance of stable, loving relationships and family life for the nurture of children.</li> <li>● <b>Respect and Care:</b> Building a foundation of respect, love, and care for others while exploring how to navigate moral dilemmas.</li> <li>● <b>Decision-Making:</b> Developing critical thinking skills to help make informed and responsible life choices.</li> <li>● <b>Emotional Management:</b> Learning to manage emotions and relationships with confidence and sensitivity.</li> <li>● <b>Empathy and Inclusion:</b> Cultivating self-respect and empathy, ensuring choices are made based on an understanding of difference and the absence of prejudice.</li> <li>● <b>Accountability and Conflict:</b> Developing an appreciation for the consequences of choices and learning effective ways to manage conflict.</li> <li>● <b>Safety and Protection:</b> Learning how to recognise and avoid exploitation and abuse.</li> <li>● <b>Physical Development:</b> Understanding the stages of physical development at age-appropriate intervals.</li> <li>● <b>Health and Relationships:</b> Building knowledge regarding human sexuality, reproduction, sexual health, and the emotional aspects of relationships.</li> <li>● <b>Support and Advice:</b> Learning about contraception and how to access local and national sexual health advice and support services.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Personal Well-being:</b> Understanding the benefits of delaying sexual activity and how to avoid unplanned pregnancy.</li> </ul>
<p>Moving On</p> 	<p>RSHE in the Moving On curriculum is taught discreetly in Autumn 2, Spring 2 and Summer 2 terms. The RSHE curriculum is based on national guidance and schemes of work published by the PSHE Association, ensuring full compliance with the latest statutory requirements. We design the curriculum based on the spiral model as we recognise the importance of revisiting topics in different contexts for our pupils.</p> <p>These are the key intentions for RSHE within the Moving On pathway:</p> <p><b>Pre-Entry Levels:</b></p> <ul style="list-style-type: none"> <li>● Families and respectful relationships: how to recognise healthy and unhealthy relationships (friends and family), recognising and respecting diverse family structures</li> <li>● My body: recognising and naming body parts, puberty and changes to my body including erections, menstruation and masturbation, personal hygiene, public and private</li> <li>● Feelings and attitudes: recognising and naming emotions, how to cope with strong emotions, how our feeling might change as we grow older</li> <li>● Life cycles: the human life cycle, how will we change as we grow older, what care do babies need, how to stay happy and healthy</li> <li>● Keeping safe and looking after myself: recognising people that can help us in school, at home and in the community, public and private and what to do if I feel uncomfortable</li> <li>● People who help me: understanding how to seek help and recognising those who help us in different contexts.</li> </ul> <p><b>Entry Levels :</b></p> <ul style="list-style-type: none"> <li>● <b>Attitudes and Values:</b> Developing an understanding of individual conscience and moral considerations, alongside the importance of stable, loving relationships and family life for the nurture of children.</li> <li>● <b>Respect and Care:</b> Building a foundation of respect, love, and care for others while exploring how to navigate moral dilemmas.</li> <li>● <b>Decision-Making:</b> Developing critical thinking skills to help make informed and responsible life choices.</li> <li>● <b>Emotional Management:</b> Learning to manage emotions and relationships with confidence and sensitivity.</li> <li>● <b>Empathy and Inclusion:</b> Cultivating self-respect and empathy, ensuring choices are made based on an understanding of difference and the absence of prejudice.</li> <li>● <b>Accountability and Conflict:</b> Developing an appreciation for the consequences of choices and learning effective ways to manage conflict.</li> <li>● <b>Safety and Protection:</b> Learning how to recognise and avoid exploitation and abuse.</li> <li>● <b>Physical Development:</b> Understanding the stages of physical development at age-appropriate intervals.</li> <li>● <b>Health and Relationships:</b> Building knowledge regarding human sexuality, reproduction, sexual health, and the emotional aspects of relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Support and Advice:</b> Learning about contraception and how to access local and national sexual health advice and support services.</li> <li>● <b>Personal Well-being:</b> Understanding the benefits of delaying sexual activity and how to avoid unplanned pregnancy.</li> </ul> <p><b>Levels 1 &amp; 2 (KS4 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>● <b>Families and Respectful Relationships:</b> Pupils look in more depth at the potential emotional impact of relationships and how to navigate these safely and successfully. Pupils explore complex topics such as power in relationships and sexual orientation and breaking down social stigmas.</li> <li>● <b>My Body:</b> Pupils explore complex topics around our bodies, looking specifically at the functions of our body parts, the impact that social/pornography media may have on mental and emotional wellbeing.</li> <li>● <b>Feelings and Attitudes:</b> Pupils explore ideas around culture, beliefs and how society may impact on our own feelings and attitudes towards relationships.</li> <li>● <b>Life Cycles:</b> Pupils explore the potential impact of parenthood on emotional, financial and social wellbeing.</li> <li>● <b>Keeping Safe and Looking After Myself:</b> Pupils explore the misuse of drugs/alcohol and how this can impact on relationships and health. Pupils look at consent in more detail and across a variety of contexts. Pupils cover how to look after their sexual health and how to seek advice and support within their local community.</li> </ul> <p>NOCN Independent Living and Skills for Employment, Training and Personal Development unit specifications are also mapped into the Moving On RSHE curriculum for Entry Level and Level 1 learners. The learning objectives and outcomes from the following NOCN qualification units have shaped the pupil's teaching and learning:  Entry Level: Understanding Relationships  Level 1: Family Relationships</p> <p>Recommended RSHE resources are from the PSHE Association, Twinkl (Secondary Older Learners), Brook, Bodysense, Split Banana, Fumble, Sex Education Forum, Big Talk Education and School of Sexuality.</p>
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## Assessment

### **Assessment of Learning (AoL)**

Class leaders assess pupils' knowledge and understanding in each lesson so as to inform the next steps in their learning. RSHE is assessed on an individual basis based on the content that has been taught. This is recorded on our own 'RSHE attainment tracker'.

*See 'RSHE Attainment Tracker' sample in Appendix C.*

Curriculum coverage is recorded so that we can easily review how often a pupil experiences or takes part in specific subjects and if there are any gaps in their learning. This is done through the use of 'Curriculum Coverage Trackers' which are completed by class leaders at the end of a unit of work. These track coverage not attainment.

See 'Curriculum Coverage Tracker' sample in Appendix D.

The all-encompassing nature of the 'Relationships' element of RSHE means that pupils with additional needs will demonstrate their understanding of relationships in its widest sense in all areas of school and may be evidenced in other assessments, especially those for PHSE.

PSHE attainment is recorded in Connecting steps (B-Squared) or MAPP. PSHE levels in Connecting Steps are tracked on each pupil's 'Pupil Progress Tracker' twice yearly.

### **Assessment for Learning (AfL)**

Assessment for Learning (AfL) is our primary assessment strategy and is a continuous, formative process designed to monitor pupils' understanding, address misconceptions, and improve learning outcomes in a sensitive and safe environment. Unlike summative assessment, which focuses on end-of-term results, AfL in RSHE is integrated into daily teaching to inform immediate adjustments to lessons.

Our Marking and Feedback policy details the approach that each curriculum pathway takes in assessment for learning. Each strongly emphasises the value given to pupil engagement and all contributions.

### [ARR-M&FB policy 2026](#)

'Pupil voice' is an integral part of the feedback and evaluation of the curriculum, this is gathered in a variety of ways:

- Plenary sessions at the end of lessons, designed to encourage and support pupils to reflect on what they have learnt and express their views. This supports the consideration of the next steps.
- Question boxes in classrooms, so that pupils have access to an anonymised system for asking questions or requesting further information.
- Where appropriate, pupils engage in curriculum feedback questionnaires, giving opportunity to share their views on what's working well and what they feel could be improved in order to better their own learning experiences.

### **Monitoring**

Senior Leaders monitor the effectiveness of the RSHE curriculum in a number of ways:

- Termly planning reviews, carried out by both Pathway Leaders, Teaching and Learning Coordinators and Heads of School, with feedback given to class leaders.
- Class leaders receive half termly supervision meetings with their Head of School in which RSHE planning and progress is a specific focus for review.
- Senior leaders are on hand to offer support and guidance for all aspects of RSHE, through which they are able to gather an understanding of future training requirements.
- Where a pupil may be in receipt of a bespoke intervention with input from an external agency or a senior leader, this is recorded and monitored through the pupil progress meetings as well as supervision meetings. Heads of School each retain records of this work.

## **Evaluation**

Pathway leaders evaluate the effectiveness of the curriculum on a termly basis alongside their team colleagues. Any adjustments that are needed are made for the following term. In this way the curriculum is able to be responsive to pupils' needs.

A detailed CPD programme for teachers and classroom staff ensures that all have the knowledge and skills to teach the RSHE lesson content confidently. This is directed and quality assured by the Principal alongside Heads of School and senior leaders.

## **Roles and responsibilities**

The RSHE programme is led by each Curriculum Pathway Leader. Their role is to create medium term plans as well as to source accurate, appropriate and relevant resources.

The Teaching and Learning Coordinator with responsibility for leading RSHE works closely with Pathway Leaders to ensure coverage is coordinated across all age ranges and pathways coherently, as well as ensuring that each is fulfilling the statutory duties.

Class leaders are responsible for the planning, teaching and assessment of RSHE in an accurate and appropriate way to their class group.

Each Head of School is responsible for monitoring the quality of teaching in RSHE as well as ensuring that the subject is taught correctly and appropriately for each pupil.

There is a joint responsibility for communicating the policy in principle and in practice to parents and carers.

## **Safe and Effective Practice**

We promote a safe learning environment by ensuring RSHE is taught by familiar members of staff that pupils feel comfortable with. Signs are put on classroom doors to indicate that RSHE is being taught which ensures there are no interruptions to sessions. Classroom leaders receive quality CPD so that they feel comfortable and confident to deliver RSHE lesson content and have clear protocols to follow should they need support with this.

Classroom leaders ensure that clear rules and boundaries are discussed, agreed and implemented throughout each RSHE lesson. Pupils' questions are answered sensitively and with care.

Each Stepping Stones and Reaching High class has an 'RSHE Questions Box' which is clearly labelled and embedded within practice so that pupils are able to ask questions discreetly, anonymously and confidently. This also allows class leaders to ensure they have time to review questions and provide accurate feedback, seeking advice from Senior Leaders should a question go beyond the Sex Education that is covered by the curriculum or cover complex issues/topics. These are also implemented in Foundations, Footsteps and Moving On classrooms where this is appropriate.

Distancing techniques are used in PSHE and RSHE. These are pedagogical strategies that depersonalise sensitive, emotional, or embarrassing topics, supporting pupils to discuss them objectively. These techniques are essential in managing sensitive topics while allowing pupils to develop critical thinking, empathy, and decision-making skills in a secure environment.

Key distancing strategies used include:

- Fictional Scenarios and Characters: Discussing "What is happening to them?" or "How are they feeling?" rather than personal experience.
- Cartoon or line drawings to elicit discussion or used to check a pupils' level of understanding
- Third-Person Discussion: Asking questions like "What would you tell them to do?".
- Role-Play and Hot-Seating: Acting out scenarios, ensuring they "de-role" afterwards.
- Video/TV Clips: Using media to trigger discussion on relationships, health, or social issues.
- "Problem Page" Emails/Letters: Presenting a problem for pupils to offer advice on as an "agony aunt".
- Anonymous Question Boxes: Allowing pupils to ask sensitive questions without revealing their identity.

Purpose and Benefits:

- Safe Environment: Provides protection for pupils' feelings, allowing exploration of values without fear of negative feedback or embarrassment.
- Objectivity: Helps pupils engage with complex or controversial issues from a distance.
- Reduced Pressure: Protects pupils from feeling forced to share personal, potentially distressing, experiences.

West Oaks School uses guidance from the PSHE Association for the development of our RSHE Policy and Practice, in particular the following documents:

- Handling complex issues safely in the PSHE education classroom
- Writing and updating your school's Relationships Education / Relationships and Sex Education (RSE) policy

[jan 26 policy development](#)

### **Openness and Engagement with Parents and Other Stakeholders**

It is vital that we have open communication with our parents and carers about our RSHE curriculum . We present clear information and generate open communication with the intention of supporting our parents and carers in gaining a good understanding of the intent and implementation of our RSHE curriculum. The ultimate aim of which is to help everyone to feel confident in their children' s engagement with the subject matter.

We inform our parents and carers of our RSHE curriculum and policy in a range of ways.

- RSHE information stands are constructed at our termly Parent/Carer Evenings where parents can access information on their child's RSHE curriculum and speak to a member of the Senior Leadership Team about this and take leaflets detailing pathway specific information home (see Appendix E for parent and carer information leaflets).
- We invite parents/carers to termly RSHE coffee mornings where presentations on the upcoming RSHE content, any national news or changes to legislation, and information on specific RSHE topics are shared This opens communication between

home and school and allows parents and carers to discuss this with each other and learn more about the intent of the curriculum and the impact of this on their child's progress and development.

- Letters are created by Pathway Leaders which clearly outline the content that we intend for their child to receive throughout the term and these are sent home. This indicates which topics are statutory and which topics parents and carers have the right to withdraw their child from. We have clear procedures around the right for withdrawal (see Flow Chart in Appendix F).
- Parents are invited into school on an individual basis where requested or where appropriate with classroom leaders and a member of the Senior Leadership Team to discuss further to support their understanding of the curriculum. Where needed, we are able to signpost and support parents to further information to read at home.
- Parents are invited to see materials used to teach RSHE and can request this from their classroom teacher in conjunction with Senior Leaders. This is in addition to the information detailed above.
- The full policy and our 'curriculum coverage' document is available on our website and all parents and carers can readily access this.
- Governors contribute to the RSHE policy and are informed about the curriculum via the standards, achievement and safeguarding committee. There is also an open door policy for governors whereby they can attend any of the parents evenings, workshops or presentations. They also have access to all school policies.

### **The Right to Withdraw from Sex Education**

In 2026, parents in England retain the legal right to request that their children be withdrawn from sex education lessons within the Relationships, Sex and Health Education (RSHE) curriculum. This right applies to both primary and secondary schools, although schools must first consult with parents. Key points for 2026 include:

- **Scope of Withdrawal:** Parents can withdraw their child from non-statutory sex education, but not from Relationships Education, Health Education, or Sex education within the national curriculum science, say government guidelines.
- **Primary School:** Headteachers must generally grant requests to withdraw from sex education, except for that which is part of the science curriculum. A member of the Senior Leadership would always have a discussion with parents around the benefits of education in these circumstances.
- **Secondary School:** Schools must consider requests but can refuse in exceptional circumstances such as where there are safeguarding concerns or where a pupil has specific vulnerabilities. This should always require a discussion about the benefits of education.
- **Student Rights:** From three academic terms before their 16th birthday, pupils have the right to "opt-in" to receive sex education, overriding a parent's decision to withdraw them, as stated in updated statutory guidance. They also have a right to opt out of sex education.
- **Procedure:** Parents and/or carers should contact the school to discuss concerns and, if necessary, formally request withdrawal, usually in writing.

The school will fulfil its responsibility to ensure pupils withdrawn from sex education receive purposeful education during the withdrawal period. The pupils' class leader, alongside the associate staff, are responsible for planning and delivering appropriate lesson material based on the PSHE curriculum. This will be supervised by staff who are known to the pupils.

## **Safeguarding**

The RSHE policy supports our school's approach to safeguarding and is informed by other policies and statutory and non-statutory guidance for schools.

Our Safeguarding Policy can be found on our website.

Key Aspects of our Safeguarding and RSHE Policies:

- Preventative Approach: RSHE is a critical tool for preventative education but can also provide a safe space for pupils to identify and even disclose abuse.
- The updated guidance strengthens work around online risks, including AI, deepfakes, pornography, and incel culture. This is taught within the RSHE and PSHE curriculum.
- Confidentiality & Disclosures: Class leaders and school staff are aware that effective RSHE can at times lead to a disclosure of a child protection issue, Staff are given regular training and updates to ensure that all are clear that they cannot offer unconditional confidentiality and must follow school safeguarding procedures if a child discloses abuse.
- All staff are given clear instruction on the requirements of our safeguarding procedures in the case of a concern or disclosures. This includes the use of CPOMS and referrals to the DSLs.
- Schools have flexibility to tailor content and West Oaks' RSHE curriculum is wholly and carefully adapted to ensure that our pupils can learn to be safe and healthy.

Regular and fully inclusive training in safeguarding is provided in house from senior leaders as well as from external agencies.

All providers, whether providing support for adults or in classrooms for pupils are sourced from well-regarded and well established organisations. Where external providers are working with pupils they are accompanied by class leaders and/or a senior leader every time.

External agencies and visitors are all given a guidance leaflet on entry to school, this provides very clear information as to who to report any concerns they may have whilst on the school premises.

If a visitor/external agency receives a disclosure from a pupil, they will follow the procedures outlined in the visitor's safeguarding leaflet (see appendix G).

## **Policy Review**

This policy will be reviewed every 2 years but may be revised earlier than the 2-year cycle if there are any significant changes required to take into account statutory regulations.

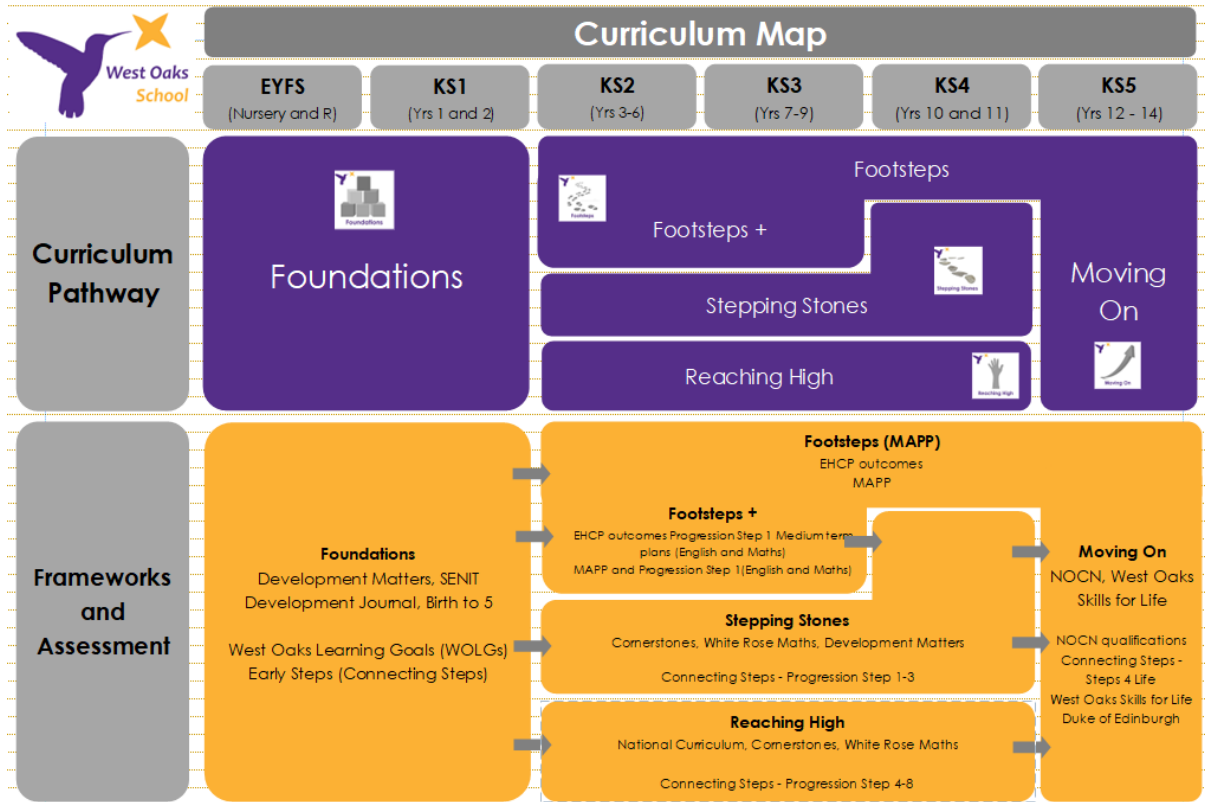
Signed (on behalf of the Governors) \_\_\_\_\_ date \_\_\_\_\_

Signed ( Principal) \_\_\_\_\_ date \_\_\_\_\_

Appendices

Appendix A

Curriculum map



Appendix B

Whole School Coverage

Curriculum Design Tool for RSE used for support from the Sex Education Forum alongside the DIE Relationships and Sex Education and Health Education Guidance



RSE Coverage – Whole-School

\*IMPORTANT INFORMATION\*

- Pupils who are working on the Footsteps curriculum may need content delivered from the Stepping Stones section – please ensure you check this and ensure your curriculum overview reflects this. Please consider whether this is best delivered on an individual, group-work and whole class basis.
- Pupils who are working on the Moving On curriculum may need to cover content from the Footsteps, Stepping Stones or Reaching High curriculum content. Please ensure this is reflected in your curriculum overview. Please check previous coverage trackers to ensure you are teaching new content where this is appropriate.

Families and Respectful Relationships – Autumn Cycle 1			
Foundations	Footsteps	Stepping Stones	Reaching High
<ul style="list-style-type: none"> <li>• My family – who is in it and what do they do for me?</li> <li>• How are other families similar or different to mine? Respect differences.</li> <li>• Characteristics of safe, happy family life – the fundamentals of care</li> <li>• Who are my friends? What do I like about them?</li> </ul>	<ul style="list-style-type: none"> <li>• My family – who is in it and what do they do for me?</li> <li>• Who are my friends? What do I like about them?</li> </ul>	<ul style="list-style-type: none"> <li>• Who are my friends?</li> <li>• How can I be a good friend?</li> <li>• How are my friends similar or different to me?</li> <li>• What are some of the bad ways people can behave towards one another?</li> <li>• How would I know if I was being bullied?</li> <li>• What do I do if I am being bullied?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do friendships change?</li> <li>• How can I be a good friend?</li> <li>• How do I know if I was being bullied?</li> <li>• What do I do if I am being bullied?</li> <li>• How can I navigate falling out with my friends?</li> <li>• What are the important relationships in my life now?</li> <li>• What is love? How do we show one another love?</li> <li>• Can people of the same sex love one another? Is this ok?</li> <li>• What is consent?</li> </ul>
	<ul style="list-style-type: none"> <li>• Above as appropriate</li> <li>• How can I make up with my friend if we have fallen out?</li> <li>• My family – who is in it and what do they do for me?</li> <li>• How are other families similar or different to mine? Respect differences</li> </ul>	<ul style="list-style-type: none"> <li>• Above as appropriate</li> <li>• What are the different types of families and partnerships?</li> <li>• What makes a relationship happy or unhappy?</li> <li>• How can I cope with changing relationships with my family and friends?</li> <li>• Why do people get married or have a civil partnership?</li> <li>• What can I do about family or friendship breakup?</li> <li>• What makes a healthy relationship?</li> <li>• What should I do if someone is being bullied?</li> <li>• What do the words in LGBTQ+ mean?</li> <li>• What does homophobia mean and what should I do if I witness or experience this?</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 Reaching High as appropriate</li> <li>• What are the challenges of long-term commitments and the qualities needed for successful loving relationships?</li> <li>• What issues can be difficult to talk about in intimate relationships, for example, sexual pleasure and contraception and how can this be addressed?</li> <li>• What is the psychological and emotional impact of relationships breaking up, loss, grief and death?</li> <li>• What help and support is available?</li> <li>• How can I be assertive in communicating with others?</li> <li>• How can I be a better listener?</li> <li>• What stigmas are there associated with relationships in society e.g. LGBTQ+/HIV positive, and what are the experiences like for some people? What support is there and how can I support?</li> <li>• What are some of the challenges of parenting?</li> <li>• How can parents and wider families support children in their social and emotional development?</li> <li>• How do I think children should be educated about sex and relationships?</li> <li>• How can power in a relationship be affected by gender?</li> <li>• What is the history of women's rights and why is it important we know this?</li> <li>• What is the history of LGBTQ+ rights and why is it important we know this?</li> </ul>

Curriculum Design Tool for RSE used for support from the Sex Education Forum alongside the DfE Relationships and Sex Education and Health Education Guidance



		<ul style="list-style-type: none"> <li>What are gender stereotypes and myths, why are they harmful and how can we undo them?</li> <li>Can some relationships be harmful?</li> <li>What is sexual attraction?</li> <li>What is acceptable touching and behaviour amongst my peers and how do I ensure consent is being given?</li> <li>How do I recognise the signs that consent is not being given and what should I do?</li> </ul>	
	<p><b>KS4</b></p> <ul style="list-style-type: none"> <li>Above as appropriate             <ul style="list-style-type: none"> <li>Why are some parents/carers married and some not?</li> <li>What is marriage/civil partnership?</li> </ul> </li> </ul>	<p><b>KS4</b></p> <ul style="list-style-type: none"> <li>Above as appropriate</li> <li>What is sexual attraction?</li> <li>What should I expect of my partner in a romantic/sexual relationship?</li> <li>What can I do to make a sexual relationship more enjoyable?</li> <li>What are the different types of abuse?</li> <li>How can I recognise an abusive relationship and what should I do if I or a friend is in one?</li> <li>What is peer pressure and what is the most effective way of resisting the pressure to do things I don't want to do?</li> <li>What is homophobic/transphobia, what effect does it have on people and what can I do if I or a friend experiences it?</li> <li>What is most important to me in my relationships with friends, family and a romantic/sexual partner?</li> <li>What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it?</li> <li>What communication skills would help me in my relationships? When is the right time to become a parent?</li> <li>What responsibilities do parents have and what skills do they need?</li> <li>How can young people cope with family break-up, divorce and bereavement and who can provide support?</li> <li>What are the challenges of being a single parent?</li> </ul>	

- Curriculum Design Tool for RSE used for support from the Sex Education Forum alongside the DfE Relationships and Sex Education and Health Education Guidance



			<ul style="list-style-type: none"> <li>What help is available to single parents?</li> <li>What is the best way to challenge bullying and prejudice?</li> </ul>	
<b>My Body – Spring Cycle 1</b>				
<b>Stepping Stones</b>				
<p><b>Foundations</b></p> <ul style="list-style-type: none"> <li>My body – naming body parts</li> <li>How can bodies be different?</li> </ul>	<p><b>Footsteps</b></p> <ul style="list-style-type: none"> <li>My body – naming body parts</li> <li>Which parts of my body are private?</li> <li>How has my body changed since I was a baby?</li> </ul> <p>If appropriate:</p> <ul style="list-style-type: none"> <li>What is puberty? Does everyone go through it and when?</li> <li>What body changes do boys and girls go through at puberty? Include erections and menstruation if appropriate.</li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>My body – naming body parts</li> <li>Which parts of my body are private?</li> <li>How can bodies be different?</li> <li>How has my body changed since I was a baby?</li> <li>Why is my body changing?</li> <li>Why are we all different? Is it ok to be different?</li> <li>What are similarities and differences between boys and girls?</li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>My body – naming body parts.</li> <li>Which parts of my body are private?</li> <li>Why is my body changing?</li> <li>Why are we all different? Is it ok to be different?</li> <li>What are similarities and differences between boys and girls?</li> <li>Should boys and girls behave differently?</li> <li>What is puberty?</li> <li>Does everyone go through it? At what age?</li> <li>What body changes do boys and girls go through at puberty? Include erections and menstruation if appropriate.</li> <li>Are there stereotypes about boys and girls? How can we challenge them?</li> </ul>	<p><b>Moving On</b></p> <ul style="list-style-type: none"> <li>See Footsteps/Stepping Stones/Reaching High content and plan accordingly for your class.</li> </ul>
	<p><b>KS3</b></p> <ul style="list-style-type: none"> <li>Above as appropriate</li> <li>What is puberty? Does everyone go through it and when?</li> <li>What body changes do boys and girls go through at puberty? Include erections and menstruation if appropriate.</li> <li>How do I stay clean? Why is it important?</li> <li>How will my body change as I get older?</li> <li>Which parts of my body are private?</li> </ul>	<p><b>KS3</b></p> <ul style="list-style-type: none"> <li>Above as appropriate</li> <li>Am I 'normal'? What is 'normal' for my age?</li> <li>Why do the media show so many pictures of thin/muscley/ perfect celebrities? Should we all look like this?</li> <li>What impact can social media have on our views of body image?</li> <li>People say our hormones are raging during adolescence - what effect do they have on the body?</li> <li>How do hormones affect boys and girls differently?</li> <li>What is the menstrual cycle and how does it affect fertility?</li> <li>Why do boys get erections?</li> <li>What is happening to my body when I get sexually excited?</li> <li>What is an orgasm and how can I have one?</li> <li>What is masturbation?</li> </ul>		

- Curriculum Design Tool for RSE used for support from the Sex Education Forum alongside the DfE Relationships and Sex Education and Health Education Guidance



			<ul style="list-style-type: none"> <li>• Do boys and girls masturbate? Why?</li> <li>• What are normal bodily fluids secreted from penis and vagina? Is it normal to have body hair? What are the stereotypes around this?</li> <li>• If I want to remove my body hair, how can I do this safely? What if I don't want to remove my body hair?</li> </ul>
	<ul style="list-style-type: none"> <li>• Above as appropriate boys experience them?</li> <li>• What is menstruation and why do girls experience them?</li> <li>• What is masturbation?</li> <li>• Do boys and girls masturbate? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the parts of the male and female genital called and what are their functions?</li> <li>• What is the menopause, when does it happen in a woman's life and do men go through it too?</li> <li>• Do males and females experience orgasm in the same way?</li> </ul>	

Feelings and Attitudes – Summer Cycle 1			
Stepping Stones		Reaching High	
<b>Foundations</b> <ul style="list-style-type: none"> <li>• What makes me happy?</li> <li>• What makes me sad?</li> <li>• How can I be kind?</li> </ul>	<b>Footsteps</b> <ul style="list-style-type: none"> <li>• What makes me happy?</li> <li>• What makes me sad?</li> <li>• What are the different emotions?</li> </ul>	<b>KS2</b> <ul style="list-style-type: none"> <li>• What makes me feel good and bad?</li> <li>• How do I know how other people are feeling?</li> <li>• How can I cope with strong feelings?</li> <li>• What are the different emotions?</li> </ul>	<b>KS2</b> <ul style="list-style-type: none"> <li>• Why are my feelings changing as I get older?</li> <li>• How do I feel about growing up and changing?</li> <li>• How can I cope with strong feelings?</li> <li>• How can I say "no" to someone without hurting their feelings?</li> <li>• What should I do if my family or friends don't see things the way I do?</li> <li>• Can I believe everything I see on the TV, internet and social media?</li> </ul>
	<b>KS3</b> <ul style="list-style-type: none"> <li>• Above as appropriate</li> <li>• Why are my feelings changing as I get older?</li> <li>• How do I feel about growing up and changing?</li> </ul>	<b>KS3</b> <ul style="list-style-type: none"> <li>• What kinds of feelings come with puberty?</li> <li>• What are sexual feelings?</li> <li>• What are wet dreams?</li> <li>• What is masturbation? Is it normal?</li> <li>• How can I cope with these different feelings and mood swings?</li> <li>• How can I communicate difficult conversations without hurting people's feelings?</li> <li>• What do families from other cultures and religions think about growing up</li> </ul>	<b>Moving On</b> <ul style="list-style-type: none"> <li>• In my community being a teenage parent is acceptable – is this wrong?</li> <li>• My religion says that being queer or having sex before marriage is wrong. What should I think?</li> <li>• What are the biggest influences of me and my friends' sexual behaviour and health?</li> <li>• What do different cultures and religions believe about sex and relationships?</li> <li>• How does how I feel about my body affect my self-esteem and my relationships with others?</li> <li>• Why do people stereotype people that are part of the LGBTQ+ community and what can I do to break these down?</li> </ul>



Curriculum Design Tool for RSE used for support from the Sex Education Forum alongside the DfE Relationships and Sex Education and Health Education Guidance

			<p>and how do we ensure we respect everyone's views and beliefs?</p> <ul style="list-style-type: none"> <li>How can I have debate about views and opinions without showing disrespect?</li> <li>Can I believe everything I see on the TV/internet/social media about 'perfect' bodies/relationships/ girls and boys etc. to be true? How do I know or find out the truth?</li> <li>Is it normal to be attracted to someone of the same gender and does this mean I am gay or lesbian?</li> </ul>
<p><b>KS4</b></p> <ul style="list-style-type: none"> <li>Above as appropriate</li> <li>How can I say 'no' to someone without hurting their feelings?</li> </ul>	<p><b>KS4</b></p> <ul style="list-style-type: none"> <li>What is the difference between sexual attraction and love?</li> <li>How will I know if I am in love?</li> <li>Is it normal to be attracted to or in love with someone of the same gender and does this mean I am gay or lesbian?</li> <li>Do you have to have sex/be intimate to show someone you love them?</li> <li>What should I do if I feel I am being pressured into having sex? Is everybody doing it?</li> <li>How can I cope with strong feelings such as anger, sadness, desire and love?</li> <li>How can I cope with rejection?</li> <li>Fornography is easy to access on the internet – does it show what real sexual relationships are like/should it be like?</li> <li>What are the dangers of pornography?</li> <li>What stereotypes are there about girls and boys? Why can social media, the internet and the TV be harmful in this respect?</li> <li>How can I challenge sexist views and opinions and why is it important that I do?</li> </ul>		

Life Cycles – Autumn Cycle 2		
Foundations	Footsteps	Reaching High
<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>How much have I changed since I was a baby?</li> <li>How will I change as I grow up?</li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>What did I look like as a baby?</li> <li>What will happen as I grow up?</li> <li>How can babies be looked after?</li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>What is a human life cycle?</li> <li>What did I look like as a baby?</li> </ul>
		<p><b>Moving On</b></p> <ul style="list-style-type: none"> <li>What support is there for new parents?</li> </ul>



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<p>.../r are other children similar and different to me?</p>	<ul style="list-style-type: none"> <li>What happens as people get older?</li> </ul>	<ul style="list-style-type: none"> <li>What will happen as I grow up?</li> <li>What happens as people get older?</li> <li>Where do babies come from?</li> </ul>	<ul style="list-style-type: none"> <li>How do different animals have babies? What do their life cycles look like?</li> <li>How do humans look after their babies?</li> <li>How do other animals look after their babies?</li> </ul>	<ul style="list-style-type: none"> <li>How can I look after myself during parenthood?</li> <li>What impacts will parenthood have on my life?</li> <li>Who can I go to for support with making decisions around parenthood.</li> <li>What do I need to consider before I become a parent?</li> <li>Is being a parent expensive?</li> </ul>
<p>KS3</p> <ul style="list-style-type: none"> <li>Above as appropriate</li> <li>What help does a baby need?</li> <li>What help do I need?</li> <li>What help might I need when I am older?</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>How are babies made?</li> <li>What is a sperm and an egg?</li> <li>How are babies born?</li> <li>What is sex?</li> <li>What is sexual intercourse?</li> <li>How many sperm does a man produce?</li> <li>How many eggs does a woman have?</li> <li>How do sperm reach the egg to make a baby?</li> <li>Does conception always occur or can it be prevented?</li> </ul>	<p>KS4</p> <ul style="list-style-type: none"> <li>Can people in a same-sex relationship or a single person have a baby? How?</li> <li>How does the baby develop?</li> <li>What does a baby need to keep it happy and healthy?</li> </ul>		

Keeping Safe and looking After Myself – Spring Cycle 2				
Foundations	Footsteps	Stepping Stones	Reaching High	
<ul style="list-style-type: none"> <li>How can I share my toys/space/resources with others?</li> <li>Which parts of my body are private?</li> <li>When is it ok to let someone touch me?</li> <li>How can I say 'no' if I don't want someone to touch me?</li> <li>Who should I tell if someone wants to touch my private parts?</li> </ul>	<ul style="list-style-type: none"> <li>How can I share my toys/space/resources with others?</li> <li>Which parts of my body are private?</li> <li>When is it ok to let someone touch me?</li> <li>How can I say 'no' if I don't want someone to touch me?</li> <li>Who should I tell if someone wants to touch my private parts?</li> <li>Where are my private spaces?</li> <li>Who can I ask for help?</li> <li>Who do I feel safe with?</li> </ul>	<p>KS2</p> <ul style="list-style-type: none"> <li>See footsteps as appropriate</li> <li>Who can I talk to if I feel anxious or unhappy?</li> <li>How can I say 'no' if I don't want to do something I am being asked to do?</li> </ul> <p>KS3</p> <ul style="list-style-type: none"> <li>Why should I only show my private parts in private spaces?</li> <li>Who might see my private parts?</li> <li>What can I do if I feel uncomfortable?</li> </ul>	<p>KS2</p> <ul style="list-style-type: none"> <li>Where can I find information about growing up?</li> <li>How can I look after my body?</li> <li>What is a good hygiene routine?</li> <li>What is consent?</li> </ul> <p>KS3</p> <ul style="list-style-type: none"> <li>How can I look after my body now I'm going through puberty?</li> <li>How can girls manage their periods?</li> <li>What is a good hygiene routine and how should this change now I am going through puberty?</li> <li>What is consent in an intimate relationship?</li> </ul>	<p><b>Moving On</b></p> <ul style="list-style-type: none"> <li>When should I get checked for STIs?</li> <li>What should I do if I have an STI?</li> <li>How can I protect myself from STIs?</li> <li>Are there ways of enjoying sex that don't risk pregnancy or infection?</li> <li>Should everyone who is sexually active carry condoms?</li> <li>If my partner doesn't want to use a condom, should I have sex without one if I am using another form of contraception?</li> <li>When should emergency contraception be used?</li> <li>Who should be responsible for contraception/safer sex in a relationship?</li> </ul>

Curriculum Design Tool for RSE used for support from the Sex Education Forum alongside the DfE Relationships and Sex Education and Health Education Guidance



		<p><b>KS4</b></p> <ul style="list-style-type: none"> <li>Why should I not show my private parts to others?</li> <li>How do I know if it's safe to show someone my private parts?</li> </ul>	<ul style="list-style-type: none"> <li>What does the word 'identity' mean to me? What qualities do I have?</li> <li>Who can I speak to for support with my identity?</li> </ul> <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>How can people get diseases from sex and can they be prevented?</li> <li>What support is there in my community for sexual health?</li> <li>How does social media have an impact on body image and mental health?</li> <li>What is 'safe sex'?</li> <li>What are the different forms of contraception? Are some easier to use than others?</li> <li>How do I know if consent is being given or not?</li> <li>If I'm not sure if consent is being given but think it might be, should I continue to have sex?</li> </ul>	<ul style="list-style-type: none"> <li>Does drinking alcohol or using drugs affect my decisions about behaviour?</li> <li>What do the terms 'sexual assault' and 'rape' mean and what are the potential implications of this?</li> <li>Where can I get help if I have experienced sexual violence?</li> <li>Why is there a stigma around STIs, including HIV and what is the truth around these? What can I do to break these barriers?</li> </ul>
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People Who Help Me – Summer Cycle 2			
Foundations	Footsteps	Stepping Stones	Reaching High
<ul style="list-style-type: none"> <li>Who is important to me at home and school?</li> <li>Who can I ask if I need to know something?</li> <li>Who can I go to if I am worried about something?</li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>Who helps me at home?</li> <li>Who helps me at school?</li> <li>Who helps me in the community?</li> </ul> <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>Above as appropriate.</li> <li>How can I help my friends?</li> <li>How can I help my family?</li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>What do I need help with?</li> <li>Who helps me at home?</li> <li>Who helps me at school?</li> <li>Who helps me in the community?</li> </ul> <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>Above as appropriate.</li> <li>Who can I talk to if I am struggling with my friendships?</li> <li>Who can I talk to if I am struggling with my relationships?</li> <li>Where can I find support if I am struggling with my mental health.</li> <li>Where can I find reliable information about puberty and relationships?</li> <li>Where can I find support and advice for my <u>identity</u>.</li> </ul>	<p><b>Moving On</b></p> <ul style="list-style-type: none"> <li>If a woman gets pregnant, what choices does she have?</li> <li>How can I find out about local contraception and sexual health services, and what should I expect from them?</li> <li>Can I see a nurse or doctor in private?</li> </ul> <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>Above as appropriate.</li> <li>Where can I find information about sex and puberty?</li> <li>How can I find reliable information about these things safely on the internet?</li> </ul>



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KS2 Specific Additional Topics
<ul style="list-style-type: none"><li>- Puberty including body parts, personal hygiene, wet dreams, arousal, masturbation, menstruation</li><li>- Keeping ourselves safe online – harmful online content including sexual content<ul style="list-style-type: none"><li>- Life cycles – what is sex?</li></ul></li></ul>

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## Appendix C

## RSHE Attainment Tracker





## RSE Attainment Tracking

Name _____							
Uses an appropriate greeting e.g. hand shake, smile, says hello		Recognises/identifies something they don't like doing		Recognises gender of peers		Recognise babies need adults to take care of them.	
Mastered		Mastered		Mastered		Mastered	
Recognises own name		Recognises/identifies peers		Recognises gender of staff		Recognises/identifies a toddler/young child	
Mastered		Mastered		Mastered		Mastered	
Recognises photo of themselves		Recognises/identifies staff		Recognises/identifies a baby		Recognises/identifies characteristics of toddler/younger child e.g learning to walk/talk, appropriate toys, goes to nursery etc	
Mastered		Mastered		Mastered		Mastered	
Recognises/identifies something they like doing		Recognises own gender		Recognises/identifies characteristics of babies e.g drink milk, crawl, baby toys, cots etc		Recognises/identifies characteristics of older child e.g is bigger, able to do more things, goes to school, has friends etc	
Mastered		Mastered		Mastered		Mastered	
Recognises/identifies characteristics of adults e.g is bigger, may work, may have own home etc		Orders photos of people chronologically - young to old		Differentiates between adults, children and babies.			

## Appendix D

## RSHE/Curriculum Coverage Tracker

	<b>Stepping Stones Individual Pupil Coverage Tracker KS3</b> <b>Autumn Term 2025</b> <b>Our Recent Past</b>	
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<b>Pupil Name:</b>	<b>Class:</b>
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<b>English</b>	Fiction text: Traditional Tales: Lost Property Office	
	Fiction text: Traditional Tales: That Rabbit Belongs to Emily Brown	
<b>Science</b>	Sound and hearing	
<b>Humanities</b>	Changing our environment	
	Old and new: Toys	
<b>Art</b>	Natures colours	
<b>DT</b>	Packaging – Shell structures and simple nets	
<b>Music</b>	Kapow: Big Band	
<b>RE</b>	Contemplation, Consideration and Calm: Hindu Faith – how can I care for the people in my life?	
<b>PSHE and RSE</b>	Being me in my world.	
<b>PE</b>	Dance: the zoo	

Code:

**NA:** this pupil was unable to experience or access these themes due to prolonged absence from school or because they were accessing alternative provision

**E:** this pupil attended and has had access to the learning experiences on offer **(it is not a record of achievement)**

Appendix E

Pathway RSE Information Leaflet for parents and carers

The graphic is a purple-bordered rectangle with a yellow and white geometric background. At the top left is the West Oaks School logo, featuring a blue hummingbird and a yellow star. The main title 'RSHE' is in large, bold, purple letters. Below it, 'Information for parents' is written in a smaller purple font. There are six icons in a 2x3 grid, each in a white box with a purple border and a small West Oaks logo in the top left corner. The icons are: 'Foundations' (a stack of four grey blocks), 'Footsteps' (a path of grey footprints), 'Stepping Stones' (a path of five grey stepping stones), 'Reaching High' (a grey hand reaching upwards), and 'Moving On' (a grey arrow curving upwards and to the right). At the bottom left is the Ofsted 'Outstanding Provider' logo. At the bottom right is the school's motto logo: a blue hummingbird, a yellow star, and the text 'EXCELLENCE FOR EVERYONE'.

West Oaks School

# RSHE

## Information for parents

Foundations

Footsteps

Stepping Stones

Reaching High

Moving On

Supporting our pupils to grow up safe, healthy, happy and respectful.

Ofsted  
Outstanding  
Provider

EXCELLENCE  
FOR  
EVERYONE

## Welcome and Purpose

As a specialist school, we believe that Relationships, Sex and Health Education (RSHE) is an important part of helping our pupils develop essential life skills. It supports them in staying safe, understanding their feelings and bodies, and building healthy, respectful relationships.

We recognise that our pupils may be more vulnerable because of their additional needs. That's why it is especially important that they receive clear, structured and age-appropriate RSHE that reflects who they are and the world around them.

A high-quality RSHE curriculum gives children and young people the knowledge and understanding they need to form safe and respectful relationships, manage changes as they grow, and make informed choices. When taught at the right time and in the right way, RSHE helps to safeguard, protect and empower our pupils.

At West Oaks, we are committed to working closely with parents and carers to provide this support. We value partnership with families and carers and aim to work together from the moment your child joins us through to their next steps beyond school.

## What is Relationships, Sex and Health Education

Relationships, Sex and Health Education (RSHE) helps children and young people understand relationships, their bodies, their emotions, and how to stay safe and healthy as they grow up.

RSHE is taught in a way that is appropriate to each child's age and stage of development. The information shared is factual and presented sensitively, always with our pupils' wellbeing at the centre. The aim is to help children and young people build the knowledge and skills they need to make safe, respectful choices and to understand what healthy relationships look like.

We have created an RSHE leaflet for each pathway, which explains in more detail what is covered at each stage. We carefully tailor the content so that it is suitable for every pupil at West Oaks.

Before any new topics are taught, your child's class teacher will send a letter home explaining what will be covered, so you are fully informed and able to support your child if you wish.

## Why RSHE Matters

RSHE is important for your children because...

RSHE helps them learn accurate facts about their bodies and relationships in a safe environment where they can ask questions. In today's digital world, young people may come across harmful or misleading information online, so it is important that they receive clear and reliable information at school.

It helps protect children and young people. It teaches them how to recognise healthy and unhealthy relationships and gives them the confidence to say no and set boundaries. This helps them stay safe.

It makes it easier for them to talk about abuse and gives them a safe, supportive place to learn about difficult or sensitive subjects. It provides a safe space for them to learn about sensitive topics. It helps them to understand consent and how to tell a trusted adult if something makes them feel uncomfortable.

It helps them to understand changes that are happening to their bodies, build positive relationships, independence and confidence.

It helps develop empathy, understanding, and respect for diversity, which supports a more inclusive society. When young people learn about different identities, they are less likely to discriminate and more likely to support the mental and physical well-being of themselves and others.

High-quality RSHE does not encourage young people to have sex earlier. Instead, it promotes safer choices and better sexual health. Young people who do not receive RSHE are more likely to take risks, such as having sex too early or without protection. Good RSHE can help young people delay sex until they feel ready and make sure it is consensual.

## Parents' Rights and Involvement

In England, parents/carers have the legal right to request that their child is withdrawn from certain sex education lessons within the Relationships, Sex and Health Education (RSHE) curriculum.

It is important to note that parents/carers cannot withdraw their child from Relationships Education (at primary or secondary level), Health Education, or from the parts of sex education that are included within the National Curriculum for Science.

### **Key information:**

**Primary school aged children:** Headteachers will usually agree to requests to withdraw a child from non-statutory sex education (excluding science content). Before making a decision, a member of the Senior Leadership Team will meet with parents to discuss any concerns and to explain the benefits of the learning.

**Secondary school aged children:** Schools will carefully consider requests to withdraw a pupil from non-statutory sex education. In exceptional circumstances - for example, where there are safeguarding concerns or particular vulnerabilities - a request may be declined. As with primary, this will always involve a discussion with parents or carers about the reasons for the curriculum content.

**Pupil rights:** From three terms before their 16th birthday, young people have the right to choose to receive sex education themselves, even if their parents/carers have previously requested withdrawal. If you have any concerns about RSHE content, we strongly encourage you to contact the school to discuss them. If you decide to request withdrawal from non-statutory sex education, this should be made formally in writing.

Each term, we will send a letter outlining the topics your child will be covering. This will clearly identify which content is statutory (compulsory) and which is non-statutory. We are always happy to talk through any questions or concerns you may have.

## Frequently Asked Questions

### **How do you make sure the content is age-appropriate?**

We carefully follow the latest Government guidance from the Department for Education, including the statutory document "Relationships Education, Relationships and Sex Education (RSE) and Health Education." We also use guidance from the PSHE Association to ensure our curriculum reflects best practice.

Our RSHE curriculum is thoughtfully adapted to meet the individual needs of each pupil. This is overseen by our Senior Leadership Team, Curriculum Pathway Leads and Classroom Teachers, who work together to make sure content is suitable for each child's age, stage of development and level of understanding.

Where appropriate, we create our own high-quality resources to ensure learning is accessible and relevant for our pupils. We also use materials from trusted organisations such as Brook, the NSPCC and the Sex Education Forum.

All content is carefully selected and delivered sensitively, with our pupils' wellbeing, safety and dignity at the centre of everything we do.

### **What training do staff have to teach RSHE?**

All lead members of staff have received internal training on the latest Government guidance, our school policy, and best practice in delivering high-quality RSHE.

In addition, staff have completed external training to further strengthen their expertise. This includes "What is RSHE and Good Practice" delivered by Split Banana, and "Teaching RSHE in a Specialist Setting" delivered by the Sex Education Forum.

Staff work closely with the Senior Leadership Team when planning and delivering RSHE to ensure sessions are appropriate, well-prepared and supportive of pupils' individual needs.

After each session, we will contact you to let you know what has been covered in your child's RSHE lesson, so you feel informed and able to continue conversations at home if you wish.

## Frequently Asked Questions

### **How do you handle questions from pupils during lessons?**

During RSHE lessons, most classes - including those in Footsteps Plus, Stepping Stones, Reaching High, and where appropriate, Foundations and Moving On pathways - have an "RSHE Questions Box" in the classroom.

This gives pupils the opportunity to ask questions in a safe and comfortable way by placing them in the box. It also allows teaching staff time to carefully consider each question and plan an accurate, age-appropriate response.

Where needed, staff may speak with members of the Senior Leadership Team before responding, and in some cases may consult with parents/carers to ensure questions are handled sensitively and appropriately.

Our aim is always to provide clear, factual information while supporting pupils' wellbeing and keeping open communication with families.

### **How do you make sure pupils feel safe during lessons?**

Creating a safe and supportive environment is a priority in all RSHE lessons.

Where appropriate, lessons begin by revisiting our "RSHE rules." These help pupils understand expectations around respect, privacy and boundaries. Pupils are reminded that they do not have to contribute to discussions if they do not feel comfortable.

We place a sign on the classroom door during RSHE lessons to ensure there are no interruptions. Pupils remain with familiar peers and trusted adults to help them feel secure and supported.

Staff are trained to model respectful communication and to gently address anything that does not reflect our school values, in line with our Positive Behaviour Management Policy. They work hard to create a calm, open atmosphere where pupils feel safe to ask questions or share their thoughts if they wish.

All staff have completed safeguarding training and follow the school's safeguarding procedures if they ever have concerns about a pupil's safety or wellbeing.

## Frequently Asked Questions

### **How does RSHE respect different family values and beliefs?**

Our RSHE curriculum promotes inclusion, respect and understanding. We recognise that families may have different values, beliefs and backgrounds, and we approach all topics in a sensitive and balanced way.

Pupils learn about a range of family structures and beliefs so they can develop respect for others and understand the diverse society in which they live. We actively promote kindness and challenge discriminatory language or behaviour.

Throughout RSHE, we also ensure that pupils know they can speak to a trusted adult if they ever feel uncomfortable, worried or unsafe. Our aim is to empower pupils with knowledge while respecting the important role families play in shaping their values and beliefs.

### **Will RSHE include teaching about different families and relationships?**

Yes. Our RSHE curriculum includes learning about a range of family structures and relationship types.

This helps pupils develop respect, empathy and understanding. We teach that families are defined by love, care and commitment, rather than by one particular structure.

As our school community includes pupils from a wide range of family backgrounds, this approach promotes inclusion and helps children and young people develop a positive sense of identity and belonging.

### **Can I see the materials before they are taught?**

Yes, please contact your child's class teacher when you have received your RSHE letter to request the teaching materials that will be used for your child.

### **How does the school involve parents/carers in RSHE?**

At West Oaks, we have an open-door policy and are always happy to discuss any questions or provide more information about your child's RSHE learning. Please contact us if you would like to arrange a meeting.

We also have an RSHE stand at our parent/carer evenings. You are welcome to visit, view the information we share, and speak with a member of our team. In addition, we hold RSHE parent/carer coffee mornings. These sessions give an overview of our curriculum, explain relevant Government guidance, and highlight any updates. They also provide a space for parents and carers to talk with each other, ask questions, and receive further information.

Dates for these sessions will be shared via ClassDojo, so please keep an eye out.

## Further Information and Contact Details

You can read our full Relationships, Sex and Health Education Policy, as well as our whole-school RSHE curriculum coverage document on our website.

If you would like further information, please contact your child's Head of School.

Boston Spa Learning - Bryony Bolland-Wai

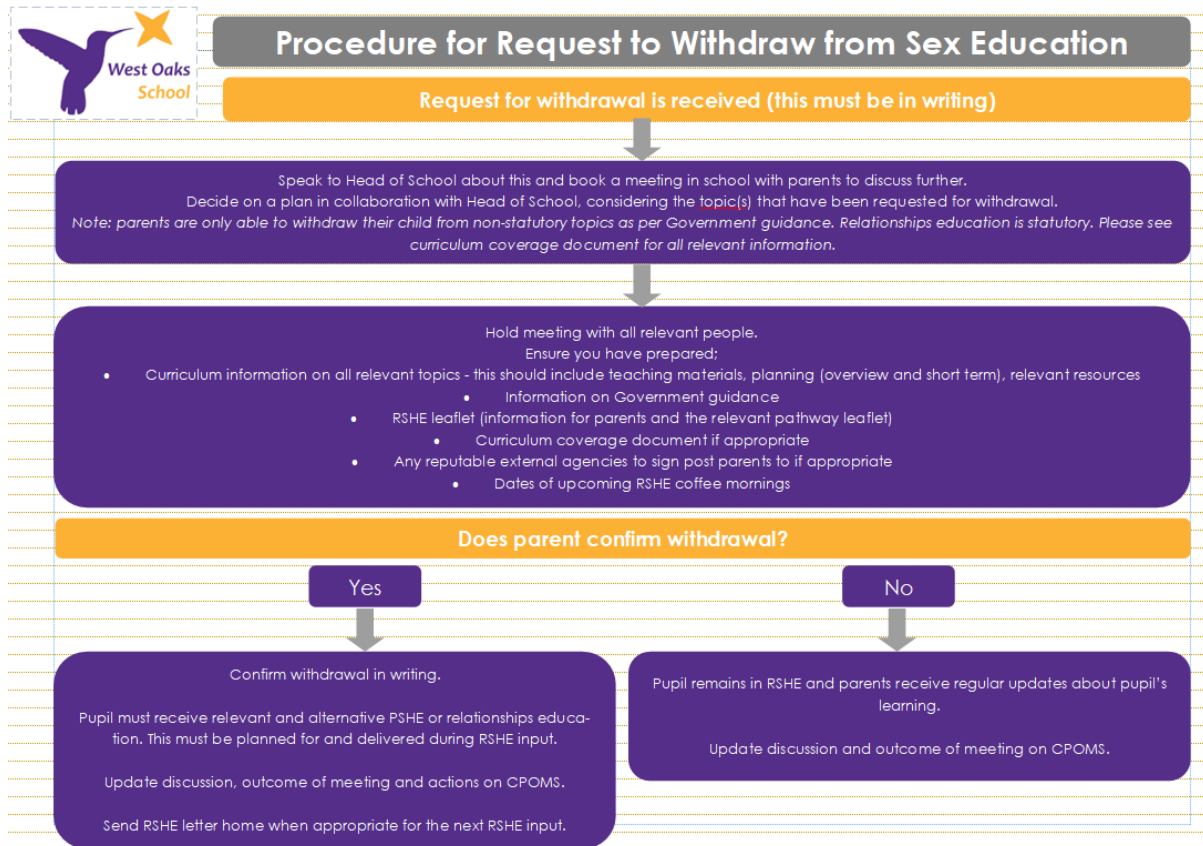
Headingley Learning - Kathryn Nelson

Woodhouse Learning, Lower School - Abigail Hill

Woodhouse Learning, Upper School - Laura Green

## Appendix F

### Flow Chart Outlining support for the policy and procedure when withdrawal from Sex Ed is requested:



## Appendix G

## Safeguarding Leaflet

# Welcome to



## Information for supply staff

**This leaflet provides key information for supply staff new to West Oaks School.**

The school expects a high standard of integrity and conduct at all times. All staff should seek to provide a safe and supportive environment that secures the wellbeing and the very best outcomes for the children and young people attending West Oaks School.

### **Our underpinning principles;**

- **The welfare of the child is paramount (Children Act 1989).**
- **West Oaks is committed to safeguarding and promoting the wellbeing of all children and expects its staff and volunteers to share this commitment.**
- **All appointments made are subject to a Disclosure Barring Service check.**
- **The school promotes diversity and aims to establish a workforce which reflects the population of Leeds.**
- **Staff are responsible for their own actions, attitudes and behaviour and should avoid any conduct which would lead any reasonable person to question their motive and intentions.**
- **Staff should work in an open and transparent way.**
- **Staff must discuss and/or take advice from their line manager or senior manager over any incident that may give rise to concern**
- **Records must be kept of any incidents and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.**
- **Staff must have regards for equal opportunities.**
- **All staff must know the name of their designated person(s) for child protection and be familiar with the school child protection procedures.**

## Safeguarding & Child Protection

**Safeguarding and Child Protection is taken very seriously at West Oaks, we recognise our responsibilities as a professional establishment for safeguarding young people and ensuring that we provide a safe and secure learning environment for our students.**

All adults visiting our school need to be aware that they are responsible for their own behaviour within our learning environment. As a visitor to our school should you have any concerns about a young person at risk of harm or child abuse, you are expected to follow the same procedures as any other adult working in the school. We also want to ensure that as a visitor to West Oaks you are safe and can access support and guidance if needed.

### **All guests and visitors will be expected to:**

- Behave in a respectful, fair and professional manner at all times to ensure that young people under our care feel comfortable, respected and safe at our school.
- Be aware that we have a Child Protection Policy. If you require a paper copy please speak to the member of staff you are visiting. This policy guides the behaviour of all adults who work with or around young people at West Oaks.
- Be aware that they should discuss and/or take advice immediately from the designated Child Protection Officer or senior leader if they are concerned about the behaviour of any adult working with young people at our school or the behaviour of any young people towards each other.
- Pass on any information or concerns even if you are unsure whether the behaviour is abusive. It is better to report an incident to ensure that our young people are protected.
- Do not promise unconditional secrecy or confidentiality to a young person, especially if they are in danger or are talking about harm, risk or personal safety.
- All adults who visit our school must ensure that their relationship with students remains on a professional footing.
- All visitors are asked to turn off their mobile phones on entry to school. This is to ensure safety for our pupils and not provide any distractions. If you need to be contacted during your visit please give the school's number 0113 3235871.

If you have any worries or concerns about a young person or the conduct or behaviour of adults who work with young people at West Oaks please speak to the member of staff that you are visiting who will discuss this with the designated staff members.

# Key School Contacts



**Keeley Murray**  
Principal  
Keeley.Murray@westoaksschool.co.uk

## Woodhouse Learning



**Abigail Hill**  
Head of Lower School  
abigail.hill@westoaksschool.co.uk

**Child Protection Officer**



**Laura Green**  
Head of Upper School  
laura.miller@westoaksschool.co.uk

**Child Protection Officer**

## Headingley Learning



**Kathryn Nelson**  
Head of School  
kathryn.nelson@westoaksschool.co.uk

**Child Protection Officer**

## Boston Spa Learning



**Bryony Bolland-Wai**  
Head of School  
bryony.bolland@westoaksschool.co.uk

**Child Protection Officer**

## All Sites



**Anna Stevens**  
Director of Safeguarding  
anna.stevens@westoaksschool.co.uk

**Designated Safeguarding Lead**



**Katie Hurley**  
Family Support Manager  
Katie.hurley@westoaksschool.co.uk

**Deputy Designated Safeguarding Lead**

## School Context

West Oaks School is a generic 2-19 special school catering for children with a wide range of needs; profound, multiple and complex conditions, autistic spectrum conditions and severe learning difficulties.

The school has developed and enhanced facilities and resources to support pupils with complex communication needs. Over 70% of our pupils have a diagnosis of autism.

West Oaks has 500 pupils based across three sites. One in the Woodhouse area of Leeds, one in Headingley and one in Boston Spa.

## Pupil information

All pupils at West Oaks have an EHCP (Education, Health and Care Plan) and this document sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school. This plan is broken down into other day-to-day documents which can be found in the classroom.

These include:

- Passport
- Intimate Care Plan
- Moving and Handling Risk Assessments
- Eating and Drinking Plan
- Physical Support and Guidance Plan
- Positive Intervention Plan.

Please ask class staff for access to these before you start your day in school. If you have any questions about the plans or how best to support a young person in your care please ask.

## Confidentiality

During the day you will have access to personal information about our pupils. Staff must never use confidential or personal information beyond the school environment and it must never be used to personal advantage. Information must never be used to intimidate, humiliate or embarrass a pupil. Confidential information about a child or young person must never be used casually in a conversation (whether verbal, by text, email or on social networking site) nor must be shared with any person other than on a need to know basis. The storing and processing of personal information about pupils is governed by the Data Protection Act 2018. The school data protection policy outlines West Oaks School requirements.

## Class setup

All classes are supported by a Class Lead and Learning Guides (the amount of support in the classroom varies due to the individual needs of the young people).

## Day to day procedures

There are procedures in place that are essential for the professional running of our school. These apply to all staff on site. Many of the procedures are essential to the Health and Safety of our staff and pupils .

### Signing in

All staff must sign in and out of the building at the start and finish of their working day - without exception. All staff must sign out when leaving the school site and also sign in when they return between the start and finish of their working day, this is a health and safety requirement. Supply staff should arrive at 8:30 and leave at 15:30.

### ID Badges

ID badges must be worn during the school day. You will collect this from the office when you sign in in the morning and should return this when you leave

### Fire Key

You will also be given a fire key on your lanyard. This is used to activate the fire alarm in an emergency.

### Padlock/Gate Codes

You may be given codes for gates and padlocks around school, please ensure pupils do not learn these and scramble the locks after you have used them.

### Lunchtime

You will have 30 minutes for lunch & your class lead will arrange when this will be.

## Dress Code/Mobile Phones

Staff should wear clothing which promotes a positive professional image and is appropriate to their role. Jeans and items e.g. scarves, necklaces, which could be pulled should not be worn.

All mobile phones must be switched off and locked away whilst in school. Mobile phones can be used in the staff room and should you need to be contacted in an emergency, please ask relatives to contact you via the main school office and a message will be passed to you by reception staff.

## Personal Possessions

Valuables, including money, are brought onto the site at your own risk. It is your responsibility to store them safely (lockers are available – please see reception staff). Ideally valuables should not be brought into school. The school has no liability for damage to personal property, including spectacles, clothes and jewellery. Cars are parked on school property at the owners' risk.

## Behaviour Management

West Oaks School has a positive behaviour policy. All pupils are treated with respect and dignity. The behaviour difficulty is treated as an issue to be worked upon and in a constructive and positive way. The issue is with the way the pupil behaves not with the pupil themselves.

Many of the pupils who attend our school are vulnerable and may have experienced difficult circumstances in their lives, each must be treated as an individual and their Individual Passport and corresponding Behaviour Plan/Positive Intervention Plan will reflect this. This should be the first point of reference for anyone working with a pupil, especially where staff are new to school.

The management of behaviour difficulties is complex and many strategies can be implemented to support the child/young adult. Plans are reviewed regularly and evaluated. Parents and carers must be involved in the discussions about behavioural concerns and should be involved at an early stage of concerns.

We see our role as bringing all the expertise and experience possible together to help a pupil and to persevere and create a positive cycle of improvement. With all our pupils, the smallest of improvements are celebrated, recorded and used to effect further success.

Pupils should always know when they have done well. There is a positive ethos throughout the whole school where success is celebrated on both small and large scale. This attitude is expected of all staff working at West Oaks.

## Fire Alarm/Emergency Procedure

In the event of a fire or emergency please leave the building by the nearest fire exit, which will be identified by a green exit sign and assemble at the designated Fire Assembly Point. If you are unsure of where to go any staff member or a student will provide guidance.

## Staff Behaviour

All staff have a responsibility to maintain public confidence and a 'professionalism' in their ability to safeguard the welfare and best interests of our children and young people. Staff at West Oaks must adopt the highest standards of personal conduct in order to maintain the confidence and respect of their peers, pupils, parents, carers and public in general.

Adults in a school such as ours play a significant part in providing appropriate role-models for behaviour and language for our pupils. This means that school staff and volunteers should not; behave in a manner which could lead any reasonable person to question their ability to work with children or act as a role model to make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or could be interpreted as such

Staff are expected to participate in all activities which form part of the school day. This includes accompanying pupils who attend swimming lessons and other off site activities.

An individual's behaviour, either in or out of the workplace, must not compromise his/her position within the work setting.

This has significant impact in the use of technology including laptops, PCs, mobile phones and cameras (see acceptable use policy)

## Food in school

Snack time is a valued time to help pupils to follow the adult model to practice their social skills as well as have an opportunity to sample new foods, rehydrate and prepare for the next lesson. These sessions are carefully planned as with any other learning experience. Some pupils may find it impossible to extend the variety of food that they will eat, in this case it should be recorded on the pupils' passport. Food must not be used as a behaviour strategy in this context and all pupils have an entitlement to these experiences

No food should be stored in classrooms overnight unless in a refrigerator or sealed food container.

Lunchtimes are where pupils have their nutritional needs met alongside the opportunity to gain greater independence eating their lunch. Staff must not restrict a pupil's diet without the express consent or directive from parents/carers.

We are a nut free school so please ensure that you don't consume food containing nuts on the premises.

## **Policies**

Policies are available in the staff room and on the school website, and it is recommended that you read them; these include:

- Positive Behaviour Policy
- Care and Control and Positive Handling Policy
- Child protection and Safeguarding Policy
- Health and Safety Policy
- Whistle Blowing Policy

If there are any policies you would like to read that are not available in the staffroom , please ask your Head of School.

**Thank you for your visit.**

**We look forward to**

**seeing you again.**