



# THE VALLEY SCHOOL

## LEARNING ABOUT RELATIONSHIPS AND SEXUAL DEVELOPMENT POLICY

DECEMBER 2017 (CHAIR OF GOVERNORS)

### KEY PRINCIPLES

#### **“Learn to Believe – Learn to Achieve”**

#### **“Different for Different”**

The Valley School is committed to providing the framework, the quality of relationships and the opportunity for this development to take place.

We aim to ensure that all of our pupils have the skills, knowledge and understanding to form positive and fulfilling relationships within their families and beyond.

We aim to ensure that pupils are able to develop their sexual behaviours so that their physical and emotional needs can be met, and that they are able to keep themselves and others safe.

We will take full account of the needs of our pupils, their vulnerabilities and the risks that they both face and present.

### KEY RESPONSIBILITIES:

As we establish the curriculum, our commitment is:

- To ensure that every pupil has access to an appropriate and balanced SRE curriculum, relevant to their current developmental age and needs
- To promote healthy relationships, within the family and beyond
- To promote inclusivity around gender, sexuality and family units
- To celebrate a range of families and relationships
- To have a cohesive programme and consistent staff approach, so that the message shared with pupils is consistent and in line with the school ethos
- To ensure that all staff feel supported to deliver a full and balanced programme
- To consider parent/carer views and needs/wants, whilst consistently tackling potential barriers to open conversations
- To enable our pupils to feel comfortable asking questions and exploring their own thoughts and feelings to better understand themselves
- To support pupils to leave The Valley School with the best factual knowledge, through careful planning, differentiation and consolidation of previous learning
- To ensure that the skills and knowledge of other agencies, e.g. Stonewall, are used to enhance our understanding and to enable us to champion open-minded thinking

### KEY PRACTICES:

- Whole staff training will be delivered to empower all staff to become able to deliver the learning
- Yearly refresher on aims and objectives/core principles and beliefs. Frequent opportunities for staff to feed back
- Parents/carers fully involved, e.g. coffee morning with key staff, questionnaires,

- Named Link Governor fully involved in all development
- Ongoing peer-to-peer colleague support from experienced staff
- Use of intervention rooms (The Hub and The Sensory Room) for ongoing pupil support and collaborations with targeted class groups
- Frequent and varied opportunities for pupils to ask questions in a non-judgmental or intimidating way (e.g. anonymous Worry Box)

## KEY LEARNING:

### **Bridge**

- Reproductive cycle of frogs, butterflies and humans
- Appropriate behaviour in public and private places
- Appropriate/inappropriate touch
- Internal radio (spotting a good friend)

### **Year 7**

- Relationships, families and friends
- Body parts and functions (including menstruation)
- The difference between public and private
- Life cycle, stages, growing and changing, puberty
- Body image
- Internal radio

### **Year 8/9**

- Recap:
  - Body parts and functions (including menstruation)
  - Relationships (including LGBT), families and friends
  - The difference between public and private
  - Life cycle, stages, growing and changing, puberty
  - Body image
- Thoughts and feelings as we develop
- Teen sex and teenage pregnancies, contraception and masturbation
- "Being treated right", listening to your internal radio"
- Pornography (including soft porn/music videos)
- Use of the word "gay"

### **Steps**

- Steps' pupils to join their own year groups where appropriate
- Year leaders to arrange with Steps' tutor and plan alternative learning where necessary, on an individual basis

### **Year 10**

- Family relationships
- Peer relationships, developing special friendships, trust, consent, legality, appropriate touch

- Personal safety (to include sexting)
- Assertion skills, saying no, resisting pressure (internal radio)
- Media and peer pressure
- Biological knowledge, body parts, dealing with later puberty
- Feelings, understanding sexual attraction/fancying, feeling 'sexy', managing feelings
- Use of the word "gay"
- Use of condoms

### **Year 11**

- Development of relationships (friends, dating, sexual, etc.)
- Contraception (including using a condom)
- STDs
- Defining colloquialisms
- Debunking myths/misconceptions
- Use of the word "gay"
- Internal radio