



The Valley School

Review Date
May 2022

Relationships and Sex Education

David Pearce
Headteacher
Signature

Rona Tutt
Chair of Governors
Signature

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 students have the skills, knowledge and understanding to form positive and fulfilling relationships within their families and beyond.

We aim to ensure that students 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 students, their vulnerabilities and the risks that they both face and present.

KEY LINKS

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

KEY RESPONSIBILITIES:

As we establish the curriculum, our commitment is:

- To ensure that every student has access to an appropriate and balanced 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 students 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 (including the right to request withdrawal from elements of the curriculum), whilst consistently tackling potential barriers to open conversations
- To enable our students to feel comfortable asking questions and exploring their own thoughts and feelings to better understand themselves
- To support students 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:

- Annual mapping of L4L to ensure that all aspects of this curriculum are covered
- Whole staff and individualised training is 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,

- Safeguarding Governor fully involved in all development
- Ongoing peer-to-peer colleague support from experienced staff
- Use of intervention for ongoing student support and collaborations with targeted class groups
- Frequent and varied opportunities for students to ask questions in a non-judgmental or intimidating way (e.g. anonymous Worry Box)