

## LINKED DOCUMENTS:

DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Independent School Standards – SMSC requirements  
Equality & Diversity Policy Document  
All Policies, Procedures, Guidelines, Protocols for Rutherford School,

This Relationships and Sex Education policy was approved by the Governors in	October 2022
Implementation of this policy will be monitored by	SLT and My Wellbeing Lead
Date for review	September 2024
Should a serious incident take place, the following external persons/agencies should be informed	DSL Croydon LADO if it concerns an adult's behaviour, police will be informed

# RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION POLICY (RSE&H)

## 1. INTRODUCTION

- 1.1 Rutherford School (RS) is aware of its duty to provide Relationships and Sex Education (RSE) and Health Education for learners with a wide range of profound and multiple learning disabilities (PMLD), complex medical needs and life-limiting illness, including varying degrees of learning difficulties, speech & language and sensory impairment.
- 1.2 The School adopts a holistic and positive approach to the learners' physical and emotional development. We aim to provide a holistic learning environment where every learner feels valued as an individual and we facilitate the development of a positive self-image.
- 1.3 The mandatory elements of RSE&H up to the age of sixteen are delivered within the Rutherford Curriculum and take into consideration the appropriate levels of understanding of each individual learner. Each learner will have access to a bespoke RSE learning plan, meeting the needs that have been identified, documented and agreed with the learner and his/her parents/carers.
- 1.4 At Rutherford School we recognise that all learners, in spite of their barriers to learning, will face the inevitable issues associated with puberty and sexual development. We aim to address this important part of human development and

learning in a sensitive, informative and positive way that is meaningful for each learner. This is done in consultation with parents and carers.

- 1.5 Staff are provided with training that details clear guidelines in order to protect our learners from inappropriate instruction or behaviour.

## 2. KEY PRINCIPLES

- 2.1 Rutherford School's RSE&H policy should be read in conjunction with the following documents:

- Equality & Diversity Policy Document
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

- 2.2 The mandatory or compulsory elements of RSE&H relate to the Education Act 1996, to the Learning and Skills Act 2000 and to the DfE Statutory Guidance 2020 which states 'In special schools .....there may be a need to tailor content and teaching to meet the specific needs of learners at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.'

- 2.3 It is the policy of Rutherford School to support learners through puberty and adolescence. We aim to offer clear information about:
- \* Physical and emotional changes they are experiencing and the normality of it.
  - \* Normality and positive regard to their developing bodies.
  - \* Support for appropriate relationships.
  - \* Guidance on socially acceptable and unacceptable behaviour.
  - \* Guidance on keeping safe.

- 2.4 At Rutherford School we recognise the benefit of ongoing consultation with parents and governors. This is to ensure an effective and appropriate delivery of RSE&H for each learner at our school. Parents will be informed on a regular basis of their statutory right to withdraw individual learners from all but the mandatory elements of National Curriculum Sex Education up to the age of sixteen if they so wish. However, we hope that with careful explanation and involving parents in a discussion of the importance of RSE and how it will benefit the learner, a withdrawal request will be unlikely. Parents are offered consultations with the RSE&H lead and class teacher, where examples of resources are shown and discussed. Students at Rutherford follow personalised learning pathways and each student's curriculum is tailored to their individual needs.

- 2.5 Rutherford School recognises the importance of all learners' faith backgrounds and takes the religious background of all our learners into account when teaching these subjects.

- 2.6 Learners at Rutherford School have particular 'protected characteristics' (meaning they are statistically at greater risk). We aim to provide staff with bespoke 'in-house' teaching resources as developed and delivered in training by Chailey Heritage (Sex Factor) specifically for learners with PMLD. Issues that are addressed include intimate care and 'safe' touch in a way that is relevant for learners at Rutherford School. There is a full suite of materials developed at Chailey Heritage Foundation School which staff will be trained to deliver.

- 2.7 Rutherford school is aware of issues, within society such as everyday sexism, misogyny, systemic racism, homophobia and gender stereotypes. We, in line with

guidance with the Equality Act 2010, take positive action (through training, working groups and inclusive educational resources) to build a culture where discrimination of any kind is not tolerated.

- 2.8 Rutherford school ensures that learners are taught about sexual orientation and gender identity at a time that is right for them developmentally. LGBTQ+ content is fully integrated into the RSE&H materials that are used.

### 3. AIMS

- 3.1 The aims of the RSE&H program at Rutherford School are to:

1. Support learners through their physical, sexual, emotional and moral development.
2. Encourage a positive self-image of themselves as disabled people to raise confidence and empower our learners.
3. Emphasise the normality of sexual feelings and behaviour.
4. Promote healthy and appropriate relationships.
5. Establish patterns of socially acceptable behaviour.
6. Keep the learners safe.
7. Raise learner awareness (where possible) of wider issues in society (re.2.7).
8. Teach learners that they have a right to form both friendships and intimate relationships, in adult life.
9. Promote the mental wellbeing of our learners.
10. Promote the health of our learners.
11. Promote the understanding of healthy living for our learners.

### 4. IMPLEMENTATION

- 4.1 RSE& H is delivered taking into consideration the maturity and age of the learner. It will be delivered clearly, positively and sensitively as appropriate to each individual student. Teachers and staff will be supported by the RSE&H/PSHE Co-ordination Team, and attend training courses as necessary.

4.2 At Rutherford School, students access learning at their individual level and along their own meaningful pathway e.g. periods may be a feature of a personalised curriculum for a student that has them, however healthy eating may not be relevant for a student who does not eat orally. However, all students will have for example, strategies for mental wellbeing and being able to experience and encounter respectful and caring relationships as part of their timetable.

The areas we address include My Relationships, Being Safe, Growing and Changing, Keeping Healthy. Our approach ensures that the learning pathway for each learner is personalised and specific to their needs. Outcomes of specific areas facilitates the opportunity for all learners to experience our universal RSE provision. Some students will respond to differentiated RSE pathways, whilst a small group of learners may need a specific pathway according to their individual needs. This specific pathway will be discussed with parents and the content of the pathway will be agreed prior to the learner accessing it.

## RSE AREAS AND OUTCOMES

RSE PATHWAY	MY RELATIONSHIPS	GROWING & CHANGES	KEEPING HEALTHY	BEING SAFE
<p>Universal Outcomes</p>	<p>To experience friendships with others</p> <p>To experience sharing an activity with others</p> <p>To experience someone being kind to me</p> <p>To experience someone supporting me</p> <p>To experience sharing an activity with a friend that we both like</p> <p>To experience different types of appropriate safe touch</p> <p>To be able to respond to touch</p> <p>To experience laughter</p> <p>To experience wearing different types of clothes</p> <p>To experience stories about different kinds of relationships</p>	<p>To experience hearing the words for different body parts</p> <p>To experience touching their own body part</p> <p>To experience which part of your body is private</p> <p>To experience playing with male and female dolls</p> <p>To experience meeting people of different genders</p> <p>To experience how your body changes during puberty and be told what is happening</p> <p>To experience different products used to keep our bodies clean</p> <p>To experience different feelings and emotions</p> <p>To experience stories about how it might feel to be attracted to someone else</p>	<p>To experience feeling clean after personal care</p> <p>To experience the body sign for bathroom</p> <p>To experience a positive surprise</p> <p>To experience being told when they are given medication</p> <p>To experience feeling happy, sad, angry and excited</p> <p>To experience somebody showing empathy towards me</p>	<p>To be made aware of who is carrying out their personal care</p> <p>To experience a carer explaining what is happening during personal care</p> <p>To experience receiving support from a trusted person if someone is unkind</p>

	<p>To experience stories about people of all genders</p> <p>To experience sharing a memory about someone who has passed away</p>	<p>To experience meeting people and hearing stories about people of different ages</p>		
Targeted Outcomes	<p>To respond to familiar people at home</p> <p>To respond to familiar people at school</p> <p>To be able to identify someone who is my friend</p> <p>To recognise the names of different types of touch e.g. hug, tap, massage</p> <p>To respond with laughter</p> <p>To choose who they want to share an activity with</p> <p>To be able to indicate that they don't want to do something</p> <p>To know that people can wear whatever clothes that they chose</p> <p>To respond to a memory about someone who has passed away</p>	<p>To be able to identify a body part</p> <p>To identify male and female dolls</p> <p>To respond to how your body is changing during puberty</p> <p>To experience using sanitary products during my period (female students)</p> <p>To know that women may wear bras when they grow breasts (female students)</p> <p>To know that breasts may hurt as they grow (female students)</p> <p>To express different feelings and emotions that may be affected by hormones</p> <p>To know that that it is ok if they experience an erection (male students)</p>	<p>To respond to the sign/symbol/object for bathroom</p> <p>To respond to a surprise</p> <p>To respond to the person giving me medication</p> <p>To respond when feeling happy, sad, angry and excited</p>	<p>To respond to the carer who is explaining what is happening during personal care</p> <p>To indicate if they feel discomfort or pain in the bathroom</p> <p>To respond to receiving support from a trusted person if someone is unkind</p> <p>To indicate if I don't want my picture taken</p>

	To communicate about someone who has passed away	To know that it is ok if their voice sounds or feels different as they grow  To express feelings towards another person  To respond to people and hearing stories about people of different ages		
Specialist Outcomes  *additional outcomes may be appropriate based on individual learning pathway	To identify familiar people in the school  To recognise that some people have boyfriends or girlfriends  To experience a wedding  To have an awareness of missing someone who has passed away	To be able name body parts  To know that it is ok to touch their own body parts  To identify which places are private  To know which body parts are private  To know that if they touch their private parts it should be in 'private'  To identify males and females  To identify which gender they present as  To know that I can ask staff for private time if he/she wishes	*Intimate Relationships including Sexual Health  To indicate that they need the bathroom  To identify how I am feeling  To develop strategies to manage more challenging emotions	**Keeping safe online  To know that only parents/carers give me personal care  To know that their private parts are only touched by parents/carers/medical staff for personal care and medical check-ups if needed  To indicate if I am unhappy during an interaction

\* NB. Due to the severe physical disabilities of our learners, this will be taught in a personalised it is very important that this area is taught in an inclusive way that is relevant and meaningful for our learners and that the content is agreed with the SLT, RSE & PHSE Lead and parents.

\*\*NB.' Healthy Eating', 'Drugs, Alcohol and Tobacco' 'Basic First Aid' 'Keeping Safe Online' and 'Online relationships', are unlikely to be relevant topics for many of the learners at Rutherford School. It is recommended that where appropriate, learners are educated about their own specific medical needs and begin to build up an understanding of the purpose of their own medication, health appointments/clinics and equipment. For older learners this may include a discussion about how alcohol could react with their medication and help them to make informed decisions. Within the area of online safety, our students will have access to a range of online devices which will typically be used with a significant level of support from adults. Where appropriate the measures taken to keep students safe online should be discussed and the concept of consent for sharing their pictures or being on an interactive platform obtained.

5. HEALTH

- 5.1 Each learner's daily and weekly timetable includes physical activity, with programs devised by physiotherapists, occupational therapists, MOVE programme leads, aqua therapists, and the rebound therapy team. Each learner has an individual physio program and has access to individual physiotherapy. Timetables include activities such as positioning on Acheeva stations, floor time, standing, hydrotherapy, rebound therapy and so on. Keeping the learner fit and healthy is at the very core of Rutherford School's purpose.
- 5.2 Where appropriate, the concepts of healthy living will be taught in line with individual learner cognitive ability and profile of needs. This will be reflected in their individual IEP and next steps.

6. RESOURCES

- 6.1 A wide range of resources are available to all departments including literature, Sensory stories, Makaton and symbols, and anatomically correct dolls. These will be supplemented and updated as necessary.
- 6.2 Rutherford school RSE&H lead has attended The Sex Factor!, (Chailey Heritage Foundation) training and our school has access to resources that include over 30 bespoke multi-sensory stories, rationale for teaching techniques and staff training. The stories are designed to be used with anatomically correct dolls.
- 6.3 Each toilet changing area has been fitted with a mirror, parallel to the changing bed so that our learners, if they are able, can see their bodies while they are receiving intimate care. This is education in context and all staff are trained in how to provide appropriate narrative (re. section in 'The Sex Factor' Pack).
- 6.4 Many learners will also benefit from techniques such as 'Intensive Interaction', Massage Stories and personalised TacPacs.

7. MONITORING

- 7.1 The RSE&H Policy will be reviewed on a regular basis by the RSE&H Lead and School Management teams.
- 7.2 Teachers are responsible for setting learning outcomes and next steps in line with the Rutherford Curriculum, which will encompass RSE&H at an appropriate level for the learner. Progress in this area will be monitored and recorded by the teacher in accordance with the Teaching and Learning Policy.
- 7.3 The RSE&H lead is available to all staff and parents to help discuss and plan relevant work.



## RSE RESOURCE LIST

RSE Resource	MY RELATIONSHIPS	GROWING & CHANGES	KEEPING HEALTHY	BEING SAFE
<b>Universal Provision</b>				
Gulab's good touch	<b>X</b>		<b>X</b>	<b>X</b>
Connor's Crush	<b>X</b>	<b>X</b>		
Daz's Disastrous Day	<b>X</b>		<b>X</b>	<b>X</b>
Betty's Bad Secret				<b>X</b>
Joshie / John's Day		<b>X</b>		<b>X</b>
Beth's Bad Secret (Part 1)	<b>X</b>			<b>X</b>
Baz is a Bully	<b>X</b>		<b>X</b>	<b>X</b>
Billy's Bad Secret	<b>X</b>		<b>X</b>	<b>X</b>
Finley's Friend	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Olivia and Johnny Stories	<b>X</b>	<b>X</b>		
Olivia and Johnny's First Time	<b>X</b>	<b>X</b>		
Olivia asks Johnny Out	<b>X</b>	<b>X</b>		
Olivia and Johnny Boyfriend and Girlfriend	<b>X</b>	<b>X</b>		<b>X</b>
Olivia and Johnny: Jealousy	<b>X</b>	<b>X</b>	<b>X</b>	
Olivia and Johnny: Fallout	<b>X</b>	<b>X</b>		<b>X</b>
Olivia and Johnny: Make Up	<b>X</b>	<b>X</b>	<b>X</b>	

UNIVERSALPROVISION				
RSE Resource	MY RELATIONSHIPS	GROWING & CHANGES	KEEPING HEALTHY	BEING SAFE
Dalip's Deodorant	X	X		
What does private mean	X	X	X	X
Sanjay's Spots	X	X		
Miriam's / Matt's Mood	X	X	X	
Hajar's Growing Hair	X	X	X	
Haidar's Growing Hair	X	X	X	
Coping with Familiar Medical Routines (ASDAN)	X		X	
Experience Personal Hygiene Activities (ASDAN)		X	X	X
Exploring Relationships 1 (ASDAN)	X			
Puberty (ASDAN)	X	X	X	
Boyfriends and Girlfriends (ASDAN)	X	X	X	X
Feelings and Emotions (ASDAN)	X	X	X	
Puberty (ASDAN)	X	X	X	
Public and Private (ASDAN)	X	X		X
Understanding Personal Hygiene (ASDAN)		X	X	
Understanding Relationships (ASDAN)	X			X

**Some Students will access:**

<b>RSE Resource</b>	<b>MY RELATIONSHIPS</b>	<b>GROWING &amp; CHANGES</b>	<b>KEEPING HEALTHY</b>	<b>BEING SAFE</b>
Pippa's Period		X	X	
Ben's Bad Secret	X			X
Nina says no	X	X		
Kelly's Kiss	X	X		
Beth's Bad Secret (Part 1 & 2)	X			X
Crossdressing	X	X		
Diversity Same Sex Relationships	X	X	X	X
Olivia and Johnny: Show love	X	X	X	X
Sean's Shave	X	X	X	
Exploring Relationships (ASDAN)	X			
Exploring Relationships 2 (ASDAN)	X			
Understanding Relationships (ASDAN)	X	X	X	X
Participate in Hygiene Activities		X	X	
Puberty 2 (ASDAN)	X	X		
Understanding the impact of Lifestyle choices (ASDAN)	X		X	X
Own Heart Rate (ASDAN)			X	
Understanding Wellbeing (ASDAN)		X	X	X

**Specific Students will access:**

<b>RSE Resource</b>	<b>MY RELATIONSHIPS</b>	<b>GROWING &amp; CHANGES</b>	<b>KEEPING HEALTHY</b>	<b>BEING SAFE</b>
Pete's Private Time		X		X
Being Adaptable		X		
Poppy's Private Time	X	X	X	X
Sexual Relationships	X	X	X	