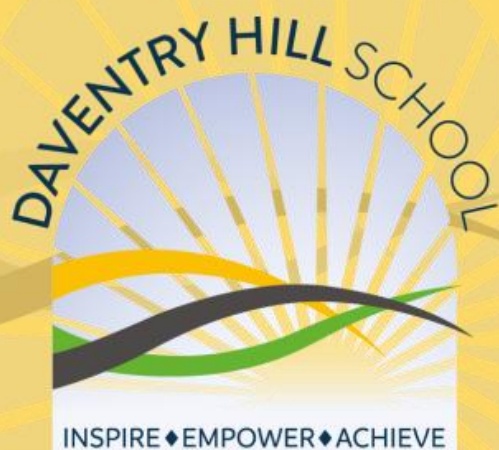




## RSE Policy

This policy complies with the DfE statutory guidance: Relationships and Sex Education (RSE). It also reflects Ofsted's Education Inspection Framework (2024) and anticipates updates to RSE guidance from September 2026.

<b>Complied by:</b> Assistant Headteacher	<b>Date:</b> May 26
<b>Committee:</b> LGB	<b>Date agreed by Governors:</b> Jun 26
<b>Review Cycle:</b> Annually	<b>Review Date:</b> May 27



## AT DHS WE VALUE



We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.

## OUR MISSION

To create **happy**, **successful** people.



We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.

## OUR VISION

To **inspire** and **empower** our young people to **achieve** success.



We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



We nurture the understanding of others.

We treat all with kindness.



Part of

----- Inspire ♦ Empower ♦ Achieve -----

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## Wellbeing at Creating Tomorrow Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
  - *08000 856 148*
  - *educationsupport.org.uk*

## 1. Introduction

At Daventry Hill School, we aim to educate the whole child and to ensure that all students are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success. Relationships Education, Relationships and Sex Education (RSE) and Health education are a fundamental part of our Personal Development Curriculum and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy and care.

## 2. What is Relationships and Sex Education

Relationships and Sex Education relate to the learning about physical, moral and emotional development, understanding the importance of family life as well as stable and loving relationships, and promoting British Values such as tolerance. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes, whilst supporting young people's self-confidence in preparing for physical and emotional

changes into adulthood. RSE has an integral part to play in building students' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our students grow, they will understand their rights as global citizens, but also the responsibility that this brings.

Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact, knowledge can prevent this, as well as help to identify child protection issues in young children. Relationships education is not about the promotion of sexual orientation or sexual activity, as this would be inappropriate teaching. Young people's entitlement to RSE is identified in the term of the Education Act 1996.

### **3. Intent**

Our intent is to provide a holistic, inclusive and developmental PSHE, citizenship and SMSC curriculum across our all-through setting that equips every pupil with the knowledge, understanding and skills to lead safe, healthy and fulfilling lives. Rooted in statutory Relationships, Sex and Health Education (RSHE) our curriculum is fully adapted to meet the diverse cognitive, communication, sensory and social-emotional needs of our learners. It promotes personal development, emotional literacy, self-advocacy and independence, while embedding Fundamental British Values —democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs — through meaningful, experiential learning.

Our curriculum which is embedded through Health and Preparation for Adulthood curriculums and explicitly supports pupils' spiritual, moral, social and cultural (SMSC) development, ensuring they understand their rights and responsibilities within their communities and wider society. Learning is personalised and scaffolded using specialist approaches and resources, including visual communication systems, sensory regulation, social stories and life-skills frameworks. We aim to empower pupils to make informed choices, build positive relationships, manage change and transition confidently, and prepare effectively for adulthood.

Delivery is consistent with Ofsted's Education Inspection Framework focus on personal development, with quality assurance ensuring that provision is coherent, sequenced, and regularly reviewed. Staff are trained to deliver PSHE, Citizenship and RSHE in a trauma-informed, relational and inclusive manner, and we work in partnership with parents, carers and external professionals to ensure that learning is contextualised, age-appropriate and aligned to individual EHCP outcomes.

### **4. Aims and Objectives**

The policy has been developed to ensure that staff, parents and carers are clear about the statutory requirements regarding Relationships and Sex Education including its content, progression and delivery, and that the students receive their educational entitlement. It is our intent that all children can experience a bespoke and relevant

programme of Relationships and Sex Education at a level, which is appropriate for their age, cognitive and physical development, with differentiated provision a required element. Taking account of the age, maturity and needs of the students, Relationships and Sex Education aims to:

- Help students recognise, understand, build and maintain healthy relationships.
- Provide students with the knowledge and understanding of how to respect and care for their bodies
- Enable students to keep themselves and others safe, including recognising signs of bullying and knowing where to turn to for help.
- Help students to learn to respect for themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.
- Support students in understanding how to access the internet safely, including social media.
- Enable students to stay as healthy as possible (including their mental health and wellbeing).
- Provide students with the confidence to be active participating members of society and to value themselves and others.
- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues.

## 5. Statutory requirements

As must provide Relationship and Health education to all students receiving primary education and Relationships, Health and Sex education (RSE) compulsory for all pupils receiving Secondary education, as per the children and social work act 2017 section 34 and 35 and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, 2019.

In teaching RSE, we must have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy should be read in conjunction with the following school policies:

- Safeguarding policy
- Anti-bullying policy
- E-Safety policy
- Relationships policy
- Equality policy
- PHSE policy

## 6. RSE Curriculum Planning

Daventry Hill School delivers RSHE in line with the DfE's updated statutory guidance on RSHE (2025). It requires that schools design RSHE curricula that genuinely safeguard and support pupils, and that are deliverable, age-appropriate, scaffolded, and responsive to local need. Over time, pupils should build knowledge and life skills in a planned and coherent progression to prepare them for real-life issues.

By using the JIGSAW and the PSHE Association frameworks, DHS ensures that by the end of secondary school, learners (where appropriate) explore:

- various kinds of relationships (friendships, family, intimate, online) and evolving relationships across life stages;
- how to recognise, establish, maintain and reflect on healthy relationships, including respect, mutuality, boundaries, trust, consent and ethics—and how to spot, resist and recover from unhealthy or abusive relationships;
- the influence of relationships (romantic, peer, familial) on mental health and wellbeing;
- online relationships, digital intimacy, risks such as misuse of AI or deepfakes, sexual harassment, exploitation and how to stay safe;
- factual and inclusive understanding of sex, sexuality, sexual health, conception, menstruation, pregnancy and reproductive health—set firmly in relational and legal contexts;
- how gender, identity, sexual orientation, equality, personal values and respect intersect in relationships;
- content related to safety, abuse, coercion, sexual violence, grooming, consent withdrawal, and strategies for support, reporting or refusal.

All of this should be taught in a non-judgemental, inclusive and trauma-aware way, with flexibility to meet the needs of all pupils (including those with SEND), and with clear consultation with parents, transparency of resources, and opportunities for discussion and reflection.

The PSHE/RSE curriculum and resources are published on the school website, via the links to the JIGSAW and the PSHE Association websites and can be made available to parents/carers for review in accordance with DfE 2025 transparency requirements.

**Primary** – students receive RSE sessions in the summer term of their time in Year 6. The content is tailored each year to meet the changing needs of the cohort, with input from all colleagues within the phase. The proposed sessions are then offered to the families for them to opt into and historically, the majority of students have been signed up to most of the sessions.

**Secondary** – students receive RSE sessions throughout their secondary years, including some taught within their class and others lead by external providers such as the NHS. The sessions are tailored to meet the needs of the cohort, following current guidance from the DfE.

**Post-16** – students receive RSE sessions throughout their time in post-16, tailored to the needs of the cohort. They also receive specific sessions lead by the NHS designed solely for use with students over the age of 16.

## Health Education

Health Education is woven into the fabric of the PSHE and RSHE sessions at Daventry Hill School, covering mental wellbeing, physical health, drugs/alcohol, hygiene, internet safety, and health literacy.

### 6.1 Post 16

#### Our Seven Pillars of Health

Our Health curriculum is built around seven core pillars, each addressing a vital aspect of personal wellbeing, relationships, and healthy living:

##### Personal Care & Caring for Others

- Understanding body changes during adolescence and establishing healthy personal care routines.
- Learning hygiene practices, grooming techniques, and the use of appropriate products.
- Exploring body image, fostering confidence in appearance, and making informed self-care choices.
- Understanding personal health routines, including safe medication use and awareness of health rights.
- Learning about privacy, boundaries, and safe sharing of personal information.
- Developing awareness of caring responsibilities, including basic childcare and supporting others.
- Introduction to first aid principles and emergency response.

##### Technology for Health

- Building confidence in using everyday technology safely and responsibly.
- Using mobile phones for safety, including accessing emergency services.
- Exploring apps and digital tools for organisation, reminders, and daily routines.
- Understanding safe use of household electrical equipment.
- Awareness of assistive technology supporting health and independence.
- Learning to stay safe online, managing passwords, and protecting personal information.

##### Sexual Relationships

- Exploring various types of romantic relationships with respect for gender, sexuality, and personal identity.

- Understanding concepts of consent, respect, and personal boundaries in relationships.
- Gaining knowledge about sexual health, contraception, and STIs.
- Recognising signs of healthy and unhealthy relationships, with awareness of abuse and how to seek help.
- Building personal support networks and understanding safeguarding and exploitation risks.

### **Healthy Lifestyle**

- Understanding how food choices, cooking skills, and balanced diets support overall wellbeing.
- Importance of regular exercise and staying physically active.
- Awareness of substance use risks, including alcohol, tobacco, and drugs, and strategies for prevention.
- Recognising addiction risks and knowing where to seek support.
- Strategies for managing peer pressure and making informed decisions.
- Understanding media influences on health choices and self-image.

### **Lifestyle Choices**

- Promoting informed decision-making in relationships, parenting, and sexual health.
- Discussing risks and consequences associated with gambling, substance use, and risky behaviours.
- Awareness of radicalisation risks and strategies to stay safe from harmful influences.
- Understanding legal rights related to marriage, parenthood, and accessing support services.
- Interactive tools to explore life choices and responsibilities.

### **Access to Health & Social Care**

- Understanding personal health diagnoses and navigating health services.
- Accessing routine and emergency healthcare services, including dentists, opticians, and mental health support.
- Awareness of social care services and support roles like social workers and home support.
- Knowing when and how to seek help for personal health needs and routine screenings.
- Using technology to book appointments, access information, and contact support organisations independently.

### **Social & Emotional Wellbeing**

- Developing self-awareness and emotional regulation skills for managing feelings and behaviour.
- Exploring strategies for emotional wellbeing, including self-care practices, sensory regulation and therapeutic approaches.

- Strengthening communication and interpersonal skills to nurture positive relationships.
- Learning problem-solving strategies to build confidence, resilience, to be able to make healthy decisions for personal growth and wellbeing.
- Recognising common mental health challenges and when to seek professional support.
- Reducing stigma around mental health through open conversations and self-referral options.

## **7. Impact:**

### **7.1 Assessment**

#### **What assessment typically looks like through the PSHE curriculum**

##### **1. Ongoing / Formative Assessment**

- Teachers assess continuously during each lesson via conversation and observation, for example checking students' intentions and understanding.
- Use of "I can..." statements as checkpoints during units to see how students are progressing.
- In Primary, floor books are used for capturing and showing progress over time. During floor book time students will have an opportunity to revisit their work.

##### **2. Milestones / Progression Documents**

- By following our PSHE curriculum, students will have opportunities to develop skills found within the developmental ladders. Floor books and student portfolios capture student success and wow moments.

##### **3. Self- and Peer-Reflection**

- Students are encouraged to evaluate their own and others' work: to reflect on what worked, what didn't, consider new perspectives and assimilate new practices into their own approach to life.

##### **4. Holistic / Growth Mindset Focus**

- Assessment is not just about final product quality, but growth over time, risk taking, experimentation, building confidence and creativity.

## **7.2 Learning Pathways at Daventry Hill School**

In order to provide tailored teaching and learning to our students, Daventry Hill School has devised 'learning pathways'. Students are carefully assessed by the familiar adults in their classrooms and assigned to one of our pathways, either yellow, green or black – the colours from our school logo. Staff are then able to plan and deliver the most appropriate learning experiences for each student, making adjustments for pre-formal or formal learning styles.

## Assessment



Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

### Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

### Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
  - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-monthly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.

### Yellow Pathway

Yellow 1 / Yellow 2

This is a pre-formal curriculum that links to EHCP outcomes. Learning is child centred and heavily integrated into play, allowing the student to explore, experiment and make choices

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EFL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Floor books in the classroom will capture key moments of learning in the curriculum. These will also be captured within the observations.

### Green Pathway

Green 1 / Green 2

This introduces some subject specific study that is taught using yellow pathway pedagogy e.g. opportunities to play, continuous provision, short targeted teacher input, sensory breaks, concrete objects etc.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EFL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Subject specific evidence collection
- Informal teacher assessment gathered to inform planning of subject specific content

### Black Pathway

This is curriculum designed for students who are cognitively operating above 60 months and follows a formal, subject specific learning approach. The majority will work towards accreditations in maths, English and ICT alongside vocational subjects.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP in student portfolios, this will include student self-assessment
- Standardised assessments to include phonics/fresh start, reading age, comprehension, white Rose maths, Functional Skills (KS4 &5)
- Hot and cold writes used to show progress in Writing.

## 8. SMSC

The spiritual, moral, social and cultural (SMSC) curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall PSHE and Citizenship curriculum, which in turn is part of the Personal Development curriculum, plus it incorporates the teaching and learning of Fundamental British Values.

The SMSC curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in SMSC using their preferred and appropriate communication strategies.

### Moral Development

- Many topics ask pupils to reflect on their own life and respect the life choices of others.
- Discussion of themes such as fairness, honesty, and responsibility are woven throughout both primary and secondary curricula. If students are pre-verbal, a 'total communication' approach is used to ensure they have the opportunity to receive information and the methods with which to share their own choices, thoughts or opinions.
- Morality is taught both explicitly and implicitly throughout the PSHE curricula and supported by the DHS 'Core Values'.

### Social Development

- PSHE activities often involve team games or discussions, encouraging teamwork, communication, and problem-solving.
- Pupils learn to share resources, give feedback, and support one another, fostering positive relationships.
- Opportunities to share and celebrate work build a sense of pride and belonging within the school community.

### Cultural Development

- PSHE draws inspiration from a diverse range of cultures, and traditions, helping pupils to value cultural diversity.
- Encourages exploration of heritage, identity, and global practices.
- Builds respect for and curiosity about the variety of life choices available to humans.

PSHE actively supports and enhances SMSC by giving pupils opportunities to reflect spiritually, act responsibly, collaborate socially, and explore cultural diversity.

To access the full SMSC document please click on the link [SMSC at DHS final.docx](#)

## **9. Fundamental British Values**

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The Fundamental British Values teaching and learning is supported by the 'Curiosity Approach' that is used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students are supported to acquire the planned knowledge and skills in Fundamental British Values using their preferred and appropriate communication strategies.

In PSHE, Fundamental British Values will be highlighted and celebrated through: -

### **1. Democracy**

- Many PSHE activities encourage student voice and choice in how they approach tasks.
- Learners have time to consider the topics and themes, express their ideas or questions, share their opinions and learn from each other, reflecting democratic participation and ownership of learning.
- PSHE lessons are governed by the school behaviour charter and a specific JIGSAW charter to ensure that fairness, equity and empathy run through the sessions – ensuring the conclusions of the class mirror the framework of democracy in the UK.

### **2. Rule of Law**

- PSHE projects are governed by the DHS behaviour charters and the JIGSAW charter and students are reminded of these guidelines on a regular basis and most particularly at the start of each new term.
- Structured frameworks like team games with prescriptive rules are used in PSHE sessions and help to reinforce the importance of playing by the rules to ensure fairness and equity.
- Learners see that rules protect fairness and enable everyone to take part safely.

### **3. Individual Liberty**

- Pupils are encouraged to experiment, take reasonable risks, and express their own ideas without fear of being “wrong.”
- PSHE promotes freedom of expression, allowing learners to develop self-confidence and independence.
- Topics often highlight that there is no single “correct” choice in life, which supports individuality.

### **4. Mutual Respect**

- Group work and peer-feedback activities help pupils learn to listen to and value each other’s perspectives.
- PSHE stresses respectful communication when discussing topics, fostering a culture of kindness and encouragement.
- Learners gain appreciation for diverse approaches within their classroom community.

### **5. Tolerance of Different Faiths and Beliefs**

- PSHE often draws on a wide range of traditions, cultural influences, and historical contexts, enabling pupils to explore worldviews beyond their own.
- Through studying different and global practices, learners develop respect and understanding of varied beliefs and cultural expressions.

PSHE supports Fundamental British values by creating an inclusive, respectful, and open-ended environment where pupils learn to express themselves, collaborate, and appreciate diversity through the sessions.

To access the full British Values document please click on the link [British Values at DHS-final.docx](#)

## 10. Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.

We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the four adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.
- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

## **1. Our Employability offer**

This includes opportunities to look at how PSHE topics apply in the workplace and how our interactions with others support our career choices. Our enterprise projects often include teamwork, and students are given both choice and voice in what they create. Our world of work offer explores different work settings and these will all require our students to work within the conventions of human interactions and human relationships in order to make themselves understood and to understand others.

## **2. Community visits and outdoor learning**

Outdoor learning both on and off site gives our students the opportunity to explore the natural world and PSHE in nature. Visits to buildings of cultural importance help to develop students understanding of PSHE and its significance in our lives.

To access the full Personal Development document, please click here: [DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents](#)

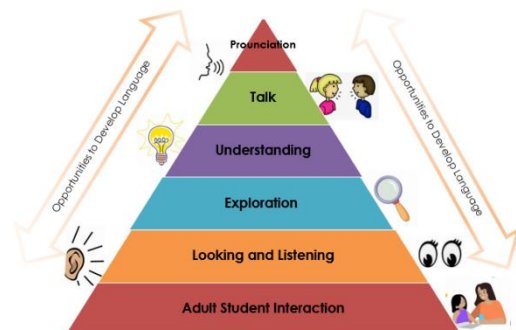
## 11. Inclusion and Accessibility

### Curiosity and Communication Approach

At Daventry Hill School, the development of curiosity is one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning of PSHE.




<b>We define curiosity as opportunities for:</b>	<b>What could this look like in PSHE?</b>
<b>Independent thinking</b>	PSHE encourages individuals to form their own perspectives and express personal opinions.
<b>Non-verbal communication</b>	Through photos, videos, role-play, or symbols, we communicate emotions, ideas, and stories.  We also use core-boards, visuals and systematic instructions.
<b>Language and verbal communication</b>	Students could use verbal language to explain their work, engage in critiques, or collaborate  Enquiry questions and knowledge organisers include subject specific vocabulary. Adults model the use of this
<b>Problem solving</b>	PSHE sessions often involve navigating problems (like moral dilemmas, friendships, or relationships) and finding equitable or innovative solutions
<b>Risk taking</b>	Stepping outside comfort zones, considering something new, or expressing ideas.
<b>Imagination</b>	In PSHE, our experience allows us to bring our pre-conceived ideas forward and provides the time and space to consider if they no longer reflect who we are or want to be. Given this space, we can imagine a new way of living.
<b>Creativity</b>	PSHE provides time and space for students to express themselves, sometimes in a simple way and at other times showing their creative side by thinking outside of their usual comfort zone.
<b>Critical thinking</b>	Students analyse, reflect, and revise their work. They reflect on the queries presented and may challenge each other during discussions.


<p><b>Lifelong learning</b></p>	<p>Exploring human relationships, considering new ideas, and drawing from history and contemporary culture.</p> <p>Exploring areas of topical interest.</p>
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At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity-based learning.

Some Strategies to use from the Language Development Pyramid in PSHE:

<p>Student interaction</p> 	<ul style="list-style-type: none"> <li>• Play opportunities</li> <li>• Sensory based tasks</li> <li>• Intensive interaction - copy movements, sounds, choices</li> <li>• ShREC</li> <li>• Discussion</li> <li>• Sharing preferences</li> </ul>
<p>Looking and listening</p> 	<ul style="list-style-type: none"> <li>• Commenting and questioning. 4 comments to 1 question.</li> <li>• Attention Autism pedagogy- anticipation, waiting, extending lesson time</li> <li>• Modelling</li> </ul>
<p>Exploration</p> 	<ul style="list-style-type: none"> <li>• Experimenting</li> <li>• Continuous provision</li> <li>• Risk taking</li> <li>• Trying new things</li> <li>• Researching and experiencing</li> </ul>
<p>Listening, Understanding and Speaking</p>	<ul style="list-style-type: none"> <li>• PSHE specific key words</li> <li>• Opportunities to share work</li> <li>• Group work</li> <li>• Blanks Level of Questioning</li> </ul>

	<p>Level 1 (Concrete Features)</p>	<p>What is this? (point to an object)</p> <p>Can you find the ___? (e.g., tree, person, house)</p> <p>What colour is this?</p>
	<p>Level 2 (More detail)</p>	<p>What is happening in this picture?</p> <p>What do you see in the background?</p>
	<p>Level 3 (features that can't be seen)</p>	<p>How is the person feeling? How can you tell?</p> <p>What do you think happened before this?</p>
	<p>Level 4 (reasoning and problem solving)</p>	<p>What would happen if we changed the actions or comments?</p> <p>Why do you think the person said that/did that?</p>

To access the full document please click on the link [Curiosity Approach.docx](#)

## 12. Sex Education

DHS recognises that parents and carers have the right to request withdrawal from all or part of sex education. To make such a request they would usually contact the PSHE lead or assistant headteacher, in the first instance.

When a request is received, we will consider meeting with the parents and carers to:

- discuss the background to their request
- offer assurances about our school's approach
- set out the benefits of pupils accessing sex education in school

If parents and carers decline an invitation to a discussion, we will still process their request for withdrawal in the normal way.

If the parents still want withdrawal after such a discussion, unless there are exceptional circumstances, parents and carers' requests will be granted until 3 terms before the pupil turns 16. For example, if the pupil's 16th birthday is in February of year 11, that point would be February in year 10.

At that point, if the pupil wishes to be taught sex education, the school must ensure they receive it in one of those 3 terms and continue to be taught it while the child remains in school.

### 12.1 Right to withdraw – pupils with special educational needs and disabilities (SEND)

In most cases, there should be no difference in the approach between SEND pupils and other pupils.

However, in cases where the nature or degree of the pupil's special educational need or disability, possibly combined with their domestic or social circumstances, mean that they are demonstrably very likely to be at unusual risk from sexual activity or sexual exploitation, then the headteacher may judge that an exception should be made.

In such exceptional cases, the headteacher may decline a parental request for withdrawal.

The school will inform parents of this right by letter in the half term prior to the lessons being delivered.

## 13. Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At DHS we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold their own beliefs, religious or otherwise, and understand that everyone has a right to be accepted, including their differences. Content will be taught sensitively, respecting faith perspectives and ensuring parental engagement and consultation.

Both JIGSAW and the PSHE Association schemes of work ensure that learning about LGBTQ and respectful relationships is fully integrated in all the areas of PSHE learning. They reflect the diverse demographic our students are part of, always emphasising the importance of being kind, compassionate and accepting, and focusing on the qualities of people as human beings. This reflects the core vision and values of DHS.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

## 14. Statutory Curriculum Compliance

<u>Framework</u>	<u>Alignment / Evidence at Daventry Hill School</u>
DfE Relationships, Sex and Health Education (2019, 2026 update)	Fully compliant through Jigsaw (Primary) and PSHE Association (Secondary). Content anticipates 2026 updates including consent, online safety, AI/deepfake awareness, and safeguarding.
National Curriculum for Citizenship (2013)	Citizenship embedded within PSHE and SMSC, focusing on democracy, rule of law, equality, and active participation.
Equality Act 2010	Inclusive curriculum reflecting protected characteristics. Embedded LGBT+ and diversity education.
DfE ‘Teaching Online Safety in Schools’ (2020, updated 2024)	Every ICT session includes a section on online safety. Online safety is also integrated within the JIGSAW PSHE framework and the PSHE Association guidance.

