



## **Relationships Education Policy**

**Date completed** : September 2025

**Completed by**: Sarah Binns, Olivia Ravald and Sophie Owen

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### ***Policy Development & Consultation***

Ladywood staff have contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

### ***Background Information about the School***

Ladywood School is an Outstanding Special School situated in Bolton. Ladywood is a mixed school for ~200 pupils aged 4 - 11 years, who have complex learning difficulties, including a high level of pupils with a diagnosis of Autistic Spectrum Disorder.

It caters for primary aged pupils with complex learning difficulties and pupils with a diagnosis of Autistic Spectrum Disorder.

Our pupils come from a large, and very mixed area, and are transported to school by the local authority. At Ladywood we aim to provide all our pupil with a broad and relevant education. We do this in a positive environment that reflects our commitment of high expectations for all.

At Ladywood, our pupils are given the very best care and support to ensure that they gain essential skills and receive the very best from their educational experiences. Our team work in close partnership with our parents and the wider professional community to ensure a holistic and dynamic network of support for all pupils. Our Whole School Curriculum is designed with pupils' individual strengths and needs at the heart of their learning. Every step is taken to ensure that our children develop a love of learning, in an engaging, challenging and creative environment.

## Philosophy

Ladywood School is a proud member of Woodbridge Trust. As a trust we are constantly striving for the highest quality of teaching and learning for all our pupils across every area of the curriculum. This policy will provide a framework of guidance, which will emphasise our positive approach to raising standards and emulate the values of Woodbridge Trust. It will enable the staff to make an informed decision regarding standards and ensure the subject leadership role is performed rigorously, efficiently and effectively.

This document is a statement of the aims, principles and strategies for Relationships at Ladywood School. At Ladywood we want children to love, learn and grow. The teaching of Relationships Education is no different. Through specific lessons taught at Ladywood as part of our Personal, Social, Health and Economic (PSHE) curriculum, and the wider curriculum, we aim to:

- Provide a framework in which sensitive discussions can take place;
- Teach children the facts, such as those relating to health issues, which are important to their growth and development as individuals and as members of community groups that they might come into contact with or associate with;
- Enable children to acquire the skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- Encourage children to develop informed opinions and attitudes for themselves about a range of personal and social issues;
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Help pupils develop feelings of self-respect, confidence and empathy; whilst encouraging children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local community and wider society;
- Create a positive culture around issues of sexuality and relationships; encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;
- Teach the requirements of the DfE statutory guidance on Relationships Education;
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way; including teaching pupils the correct vocabulary to describe themselves and their bodies and ensuring children are aware of personal space and their right to privacy;
- Enable children to move with confidence from childhood through adolescence to adulthood. Helping the children to understand the changes that occur to the human body during puberty;
- Encourage the children to live confident and healthy lives.

## **Definition**

In the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2025', made under sections 34 and 35 of the Children and Social Work Act 2017, the focus in primary schools for Relationship Education is 'teaching of fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.' Relationship Education is compulsory for all pupils receiving a primary education.

At Ladywood we also believe that Relationships Education should help children to develop the skills to recognise and manage healthy relationships both online and in the real world. Our curriculum is designed to build resilience and self-esteem. Relationships Education involves a combination of sharing information, and exploring issues and values. Relationships Education is not about the promotion of sexual activity. In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## **Board of Trustees**

The board of Trustees will approve the Relationships and Sex Education (RSE) policy, and hold the head teacher to account for its implementation.

In addition to fulfilling their legal obligations, the board of Trustees will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **Head teacher and Senior Leaders**

The head teacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from components of Relationships Education (see Parents Right to withdraw section).

## Teaching and Support Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head teacher. The teacher in charge of Relationships Education is the subject leader for PSHE.

## Pupils

Pupils are supported to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity. High quality teaching that is differentiated and personalised will be the starting point of Relationships Education to ensure accessibility for all.

## Parents' Right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within Relationships Education. See Appendix 1 Requests for withdrawal should be put in writing addressed to the Head teacher.

Alternative work will be given to pupils who are withdrawn from sex education sessions and the school will do its best to ensure any child that is withdrawn is treated sensitively and with respect.

## Monitoring

The delivery of Relationships Education is monitored by the subject leader of PSHE or the head teacher through book scrutinies, learning walks, lesson observations and/or pupil voice interviews.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems. The subject lead will work closely with all teachers to plan and ensure the curriculum map ensures Relationship Education, RSE and Health Education programmes complement and are connected but do not duplicate content covered in other subjects. Teachers

check prior knowledge and build on this into the planning process which forms a part of the Ladywood offer each term (KWL).

This policy will be reviewed annually by the PSHE subject leader. At every review, the policy will be approved by the Board of Trustees.

The Board of Trustees are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

## Curriculum

Our PSHE curriculum follows the Ladywood scheme of work – which outlines the PSHE covered by all pupils following our differentiated, 4 tiered curriculum (exploratory, functional bridge, functional and core tiers). The curriculum map and elements being covered can be found on the school website.

We have developed the curriculum in consultation with all teaching staff, taking into account the age and needs of the pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, ensuring their answers are sensitive to the child asking the question and the rest of the class. This could involve speaking to the child on their own or in a small group. It might also involve not answering the question there and then but involving the parents/carers in any further discussion. It is important children's questions are answered appropriately so they are fully informed and don't seek answers online.

## Strategies for Teaching

Teaching styles will be adapted to allow pupils to observe, explore and discover, and so enhance the developmental process. No single style of teaching will suit all activities. Teaching will include :-

- Differentiated approaches to match age, ability, attainments, interests and experiences of the pupils.
- Appropriate content being selected.
- Total communication approach
- Pupils being encouraged to use their abilities to problem solve, gather information and acquire new skills.
- Social interaction and co-operation being fostered and reinforced through group teaching sessions.
- Teaching the class as a whole on some occasions.
- Pupils working individually sometimes.
- Pupils receiving one to one guidance when necessary.
- Pupils being offered challenges through the careful analysis of previous attainment and well matched tasks/activities.
- Through the organisation of their teaching and learning environment, pupils will be given opportunity to generalise their learning in a variety of situations and contexts

- Development of a high quality learning environment including displays, learning walls, book corners and outside areas etc.
- Providing teaching and learning outdoors to allow children to experience learning for 'real'.
- Careful use of educational visits to maximise learning opportunities

### **Strategies for Learning**

Effective Learning will take place via:

- Pupils taking an active part in lessons.
- Pupils and teachers having a sense of purpose.
- All staff having positive expectations of pupils.
- A good use of the opportunities to consolidate skills and the knowledge that pupils have acquired.
- Pupils being encouraged to think and communicate about their learning.
- Independent working being encouraged wherever possible.
- Pupils being given opportunities to work alone, in pairs, in groups and as part of a team.

### **Assessment, Recording & Reporting**

In the Early Years Foundation Stage children are assessed using the Early Years Learning Goals in all areas of the EYFS curriculum under the Cherry Garden assessment system within Tapestry. 'Learning Journals' are used to evidence progress at this stage. In addition, children are being monitored on the National Baseline System.

The procedure for assessment, recording & reporting is in line with school practice for the whole curriculum. Children are assessed termly using the curriculum document and their progress is RAG rated. Children are assessed within their curriculum band in their year group: Exploratory, Foundation or Core. RSE is assessed as part of our PSHE curriculum.

The procedure for assessment, recording & reporting will be in line with school practice for the whole curriculum.

Resources will be purchased by the subject manager on an annual basis. Staff are encouraged to notify the subject manager of their needs.

For more information, all Curriculum Maps can be found on the Ladywood School website.

### **Training**

Staff are informed on the updates of delivery of Relationships Education and it is included in our continuing professional development calendar.

The curriculum lead will also invite visitors from outside the school, such as school nurses and professionals from PLDS to provide support and training to staff teaching Relationships Education.

### **Partnership with Parents**

At Ladywood, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of children are paramount. We believe firmly in the need for involvement of parents and carers in the education of their children at Ladywood.

### **Dissemination of the Policy**

The executive head, head of school, trustees, all staff members and health professionals will have access to this policy. Copies are available in school for parents on request.



