

## Consent

We think it is extremely important that children understand the concept of **CONSENT**. At a basic level, consent means asking for and waiting to hear a 'yes'. Children are never too young to learn about the concept of seeking and giving permission. We teach children about consent in many contexts- physical contact boundaries, privacy and body parts, listening and showing respect for others and developing and recognising healthy relationships (both on and offline). We also teach children how to seek help when they feel uncomfortable or worried

Throughout their time at Woodlands our pupils are taught at their respective level and by a means that is effective for them:  
(Linked to the DfE guidance on statutory RSE)

- Asking for permission
- Giving permission
- Personal boundaries – different types of physical contact. What is ok and what is not ok and strategies to respond.
- Appropriate and inappropriate touch.
- How to treat themselves and others with respect
- Privacy and personal boundaries. What is appropriate in friendships and wider relationships
- Each persons body belongs to them.



## Curriculum

The pace and delivery of the curriculum may vary depending on individual need, and pupils may need lots of support to generalise their learning outside of RSE sessions and support to personalise the learning to their own relationships, behaviours and maturation. Topics may need to be revisited frequently. It is important not to omit any content from the curriculum and at Woodlands we encourage differentiated teaching to developmental ability whenever possible, rather than limit the topics covered.

**For secondary aged pupils who are able to access at this level of knowledge they will explore themes including:**

- Introduction to consent
- Avoiding assumptions
- Freedom and capacity to consent.
- Social media and the portrayal of sex and expectations.
- The law relating to consent
- How to seek, give, not give and withdraw consent
- What is a healthy positive relationship
- The impact of sharing sexual images online without consent.
- How to manage any request or pressure to share sexual images of themselves or others and how to get help
- To recognise the impact of drugs and alcohol on consent.
- Where to get advice or support.

We acknowledge that pupils with PMLD and those who need support with personal care are exposed to greater incidences of personal touch and although they may not comprehend the difference, it is our responsibility to ensure that we foster an environment of respect, safe routine and transparency when undertaking personal care routines, we model caring and respectful relationship so that they can develop an understanding of appropriate practices. 'SoSafe' visuals are used to allow pupils to give consent and a choice in personal care routines. This allows their voice to be heard. The safe touch triangle is used to provide a clear visual of appropriate behaviour with different circles of people to develop this understanding.

## How we do this at Woodlands

- A comprehensive PSHE/RSE which is appropriate to the developmental stage, whilst considering the physical age of development of individual pupils is delivered. Although we aim to cover all the government guidance on content, due to the greater vulnerability to bullying, exploitation, and others issues for pupils with SEND, we especially have a focus on:
  - Relationships and sex education
  - Appropriate behaviour (including addressing sexualised behaviour)
  - Safeguarding – safe people, safe touch and consent.
- Using programs such as SoSafe with clear rules and visuals to support appropriate behaviour with various people using the safe touch triangle.
- Safe people visuals for personal care embedding consent into every day practice.
- Safe touch Guidelines.
- Policies and procedures for reporting any concerns.
- Zones of regulation to facilitate expressing emotions.
- The use of interventions such as social scripts and comic strips to give an understanding of undesired behaviours or to give guidelines and reasoning to appropriate behaviour. This also allow us to explore how these behaviours affect others.
- NSPCC Speak out Stay Safe Program.
- Childnet STAR (Safe, Trust, Action, Respect) resource for teaching about online safety risks in upper school and Natterhub in Lower school.
- 'Just a Joke and 'step up speak out' childnet resources used in upper school.
- Sharing information on Facebook and website with parents about safeguarding their children including online safety and parental controls. Updates on existing and new apps.
- Parent groups to develop knowledge and understanding around being safe.
- Discussions at EHCP review meetings about individual need and programs and strategies to support