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Definition(s)

At RSM, we believe that high-quality Relationships and Sex Education (RSE) is essential in supporting our learners to progress towards adulthood, with an emphasis on autonomy, safety, personal development and informed decision-making. Our RSE curriculum promotes self-esteem, assertiveness, emotional literacy and protection from exploitation. These are crucial elements in addressing the increased vulnerability of our learners with SEND.

Our learners experience the same biological and psychological changes as their peers in the wider population. As such, they have the right to receive accessible and meaningful education about these changes and the relationships they may form, in a way that respects their cognitive and emotional development.

In line with our Equality, Diversity and Inclusion Policy, RSE is considered a core entitlement for all learners at RSM, irrespective of gender, background, or level of need.

The Department for Education (DfE) requires that:

- Relationships Education is compulsory in all primary schools in England.
- Relationships and Sex Education (RSE) is compulsory in all secondary schools.

The curriculum must be delivered in a way that is:

- Age-appropriate and developmentally appropriate
- Inclusive and respectful of learners' backgrounds and beliefs
- Compliant with the law, including the Equality Act 2010 and Children and Families Act 2014
- In line with Relationships and Sex Education (RSE) and Health Education guidance (2025).

At Primary level, learners will learn:

- To recognise and value different types of families, friendships and protected characteristics
- How to manage emotions and express feelings safely
- Understanding their own body and recognising changes
- How to stay safe in familiar and unfamiliar situations (including online)

At Secondary level, learners will learn:

- How to form and maintain healthy relationships
- Recognising protected characteristics

- Equality, diversity and respect
- Recognising consent, personal boundaries, and safe touch
- Understanding sexual development and personal hygiene
- Learning about reproduction, contraception (where appropriate), and sexual health (where appropriate)

The SEND Code of Practice (2015) requires that schools prepare young people for adulthood, including developing independence and forming healthy relationships. RSE must be accessible to all. Differentiated, personalised, and visually supported teaching is central to effective delivery at RSM.

At RSM we are committed to delivering Relationships and Sex Education (RSE) that is inclusive, age-appropriate, and responsive to the needs of all learners, including those with SEND. This policy aligns with the 2026 statutory guidance for UK schools and incorporates the 7 evidence-based Guiding Principles.

Purpose

Guiding Principles and Reasons for the Policy

- At RSM we engage with learners to ensure their voices shape the curriculum. We use observations, questionnaires, and feedback to make learning relevant and engaging.
- At RSM we provide a safe and inclusive learning environment where learners feel respected and supported.
- At RSM we use evidence-informed practices to guide our curriculum and teaching strategies.
- At RSM we tailor content to be developmentally appropriate, considering age, stage, and cognitive ability.
- At RSM we ensure our curriculum is relevant and responsive to local issues and leaners experiences.
- At RSM we adopt a whole-school approach, integrating RSE across all aspects of school life.
- At RSM we monitor and evaluate our RSE provision regularly to ensure effectiveness and improvement.

Policy

Diversity and Inclusion

All RSE content is taught with sensitivity and cultural awareness. Religious and cultural beliefs are respected, and information is delivered with impartiality to ensure learners receive the knowledge they need to stay safe, healthy, and confident.

This includes:

- Education about puberty, privacy, consent, and personal safety

- Where appropriate, content on forced marriage, honour-based violence and female genital mutilation (FGM) will be sensitively introduced to support safeguarding

Learners individual POS will cover the following areas:

Relationships

Sense of self:

- Promote in learners, a sense of responsibility, feelings of self-worth and self-respect by providing them with skills to make choices and decisions and to exercise increasing control over their lives
- Further develop learners' functional skills and 'coping' skills' which help them manage their personal/self-help skills in the wider community.

Families and People Who Care for Me:

- Understanding the importance of family, friends, and trusted adults in providing care and support.
- Exploring different types of families and relationships in a respectful and inclusive way.

Caring Friendships:

- Developing and maintaining positive, kind, and supportive friendships.
- Recognising healthy and unhealthy friendship behaviours.

Respectful Relationships:

- Learning about respect, empathy, and personal boundaries.
- Understanding protected characteristics.
- Equipping learners with the skills to set boundaries, negotiate, manage conflict, and seek help when needed.

Online Relationships:

- Understanding how to communicate safely and respectfully online.
- Recognising risks and knowing how to seek support if feeling unsafe online.

Being Safe:

- Identifying trusted adults and knowing when and how to ask for help.
- Understanding personal safety both in and out of school.
- Help learners develop their personal autonomy and choice making skills in an informed way.

Emotional Literacy:

- How to recognize and manage emotions such as frustration and loneliness. We use visual tools such as Zones of Regulation to support learners as well as using the tool 'Riding the Wave'.
- Provide learners with the knowledge, skills, language, strategies and dispositions to gradually share and eventually take over these responsibilities for themselves to whatever extent is possible

- Support learner's emotional, moral and social development in a way that provides meaning to them

KS3 upwards Intimate and sexual relationships including sexual health (where appropriate)

This curriculum is adapted to suit each learner's developmental level, enabling all learners to access relevant concepts and language at the right time and pace.

Sex Education

The teaching of sex education will inform the individual POS and aim to:

Provide consistency in the formal teaching of sex education from KS3, KS4 and Post 16 building upon knowledge established through the previous key stage.

Biological Changes:

- Provide factual information enabling learners to prepare/understand about their/others physical self and the changes that will occur as they/others mature.

Public and Private:

- Raise awareness in the importance of developing learners' sense of privacy.
- We teach consent, privacy, and rights over one's body and personal information. We help leaners communicate boundaries and practice refusal. We address power dynamics and teach consent in various contexts, including friendships and early relationships.

Relationships:

- Provide learners with the information they need to allow them to form meaningful relationships through early adolescence and into adult life, to the best of their ability
- Develop the learners understanding of appropriate and inappropriate behaviour in relationships shown by themselves and by others. Helping them to maintain their personal safety by developing their understanding of social rules. Including in person and online relationships.

Sexual harassment and violence prevention:

- We position RSE as key to preventing violence against women and girls. We build relationship skills from primary level and model respectful behaviour consistently.

LGBT+ and gender content:

- We include same-sex parents in discussions about families. We distinguish between biological sex and gender reassignment rights, avoid gender stereotypes, and do not endorse specific views on gender identity.

Parental involvement and consultation

The delivery of RSE is made clear in the application and admissions process when it is explained that the teaching of RSE is part of the curriculum offer.

We invite any parents with concerns to raise these with the Head Teacher, who would welcome parents/carers in to discuss them. Parents/carers may request that a child is excused from sex education that is outside of the science curriculum but relationships will remain part of their curriculum. Our admissions process includes parent/carer consent to RSE, though if concerns arise about their participation in the programme, this can be discussed. A strong partnership between parents/carers and school staff is essential to ensure that Relationships and Sex Education is meaningful, consistent and supportive of each learner's individual needs and values.

Learners who are 16 and over have the entitlement to make their own decisions and do not require parental permission to participate in RSE programme. Where there is a concern about a young person who lacks capacity to decide whether they access this programme raised by an advocate, a best interest decision will be taken in line with MCA 2005.

Reports to parents:

The area of RSE will be reported to parents in the following ways:

- IEP progress and data
- Learner annual review reports
- Parents evenings

Parents are encouraged to discuss progress with the learner's teachers throughout the academic year. At RSM we maintain transparency with parents by sharing curriculum plans, offering feedback opportunities, and respecting parental rights while ensuring essential safeguarding education.

Accreditation:

Learners throughout the school will access modules of accreditation via ASDAN Personal progress and Personal, Social Development (see accreditation policy).

Confidentiality and Safeguarding:

It is recognised that an important part of RSE is to encourage learners to develop skills to form beliefs, values and opinions and this need is respected at all times. What learners cover in their RSE lessons is confidential unless it is considered to be a safeguarding issue. All adults working with learners are in receipt of safeguarding training. If there are any disclosures or sensitive information being shared by any learner which is considered a safeguarding concern or requires further discussion, these will be immediately referred to the designated safeguarding leads. The safeguarding lead will seek further information, advice and guidance as appropriate in accordance with Seashell's safeguarding policy.

When any learners' behaviour is witnessed as a potential safeguarding concern, this will be discussed with parents (if/as appropriate in accordance with the safeguarding policy of the school). As a result of such discussion, the school will identify if further support is required.

The role of the RSE coordinator will be to liaise with any teacher and other relevant professionals in the school, in designing suitable content to build up knowledge, skills and behaviour that empowers children and young people to become successful in establishing and maintaining healthy relationships in all areas of their lives. They will also provide advice on differentiation and resources. This information will then be presented on the learners individual POS. All such work will be delivered following consultation with the parents. The learning outcomes designed will be shared with parents and authorised by them before any teaching/learning sessions take place.

Digital/Online Safety:

We understand the importance of technology to children and young people; however, it is with gains and inherent risks. It is imperative that we educate our learners of their potential vulnerability to online safeguarding issues and to determine ways they can keep themselves safe. This aspect of our curriculum is cross referenced to our online safety policy and curriculum policy. As a result, teachers in their planning will refer to both curriculum documents when determining the learners individual POS. At RSM we address online risks including pornography, deep fakes, AI chatbots, and misogynistic influencers. We teach critical evaluation of online content including misinformation, disinformation, conspiracy theories and safeguard learners with SEND against inappropriate sharing.

Links to wider community:

Many aspects of our RSE curriculum will be delivered 'in situ'. This will provide learners with knowledge, skills and behaviours that they can transfer to wider settings, outside of the school setting, as well as learning new knowledge, skills and behaviours. For example, developing an understanding of privacy. Aspects of the RSE curriculum additionally identify ways we will encourage learners to generalise skills/behaviours, this will inform structured teaching/learning sessions. The school recognises any indicators of a gap in understanding/misinterpretation of social rules and may reflect experiences that have led to "faulty learning" presented by learners, require planned responses. It also recognises that by the very nature of our learners, the school will need to address such behaviours in the 'here and now' for them to be understood. Through such observations and discussion with class teams/parents, the school can plan to address ways learners can be encouraged to develop the skills, knowledge and understanding for more appropriate behaviours/response and the reasons these are needed.

Visits from outside agencies:

The school will elicit the support of a wide range of health professional's dependent upon the learners' skills, knowledge and understanding within the individual POS.
The role of any outside agency will be identified through teacher planning. Such support may come from the school nurse, SALT, OT or Safeguarding Officer. If external, potentially community nurse, social worker, specialist practitioner in an aspect of subject knowledge RSE/LGBT+ and complex learning difficulties etc. All POS, which identify the support of outside agencies, will be shared with the visiting practitioner to secure an informed overview of aims, targets and learning outcomes.

Role of the advocate:

All staff within RSM are advocates for our school population. If further advocacy support is required, this will be discussed with parents/carers. Through such discussion, it will be identified what the advocates role is. This is particularly important as learners begin to elicit their own views and opinions based upon their beliefs, wants and wishes (aspirations). The school recognises as some of the school's learners RSE knowledge develops, they may want to make decisions outside of the expectations/wishes of their parents. It is vital the school listens to and recognises the voice of the learner and acts accordingly. This aspect will additionally be considered within the formal discussion held with parents/carers/supporting agencies at EHCP reviews. If an advocate (outside of the school setting) is required, the school will contact local advocacy agencies to discuss. Following such discussion the school will work collaboratively with the advocate and parents to pursue agreed outcomes.

Roles and Responsibilities

- The Head Teacher, subject co-ordinator and RSM Governing Body will monitor the effectiveness of this policy document and associated scheme of work; views of parents/carers will also be obtained via the annual review of their child's progress at school on progress their child is making.

- As part of the subject leaders' roles and responsibilities, the RSE coordinator will monitor the impact of teaching/learning on examination of learner progress via the data produced, including the number of IEP's designed to enable learner progress at the end of the academic year. This information will be evaluated in the curriculum report.

- Through the scrutiny of whole school data sets and curriculum delivery review, an action plan will be written which will identify/inform future developments required (e.g. – coaching/mentoring of teacher/further resources required). This will be reported to Governors via the subject co-ordinator detailing the progress made towards the actions identified through the subject audit. Within this piece of work/presentation the subject co-ordinator will identify the impact of the RSE curriculum across the school from Key Stage 2 to Post 16

The Head of school is responsible for:

- Ensuring the policy is followed throughout RSM
- Discussing with parents any concerns they have about their child's participation in RSE within school

The subject coordinator will be responsible for:

- Work collaboratively with class teams and professionals to design appropriate POS
- Advise on differentiated resources and strategies
- Ensure parental consultation and approval for individual RSE content

- Monitor impact, progress and ensure consistency in delivery
- Feed into EHCP and curriculum planning processes
- Update the RSE policy in line with government guidance as and when required.

All staff are responsible for ensuring that:

- They familiarise themselves with this policy
- they implement and adhere to this policy

Monitoring and Review:

- At RSM we review this policy annually in consultation with staff, learners, carers and parents. Updates reflect statutory guidance such as KCSIE and community feedback.

Related Document(s)

- Relationships and Sex Education (RSE) and Health Education guidance (2025).
- The Secretary of State's 2000 guidance on SRE.
- KCSIE 2025

Equality Statement

This policy has been developed with due regard to the Equality Act 2010 and the Public Sector Equality Duty and statutory guidance issued by the Department for Education.
As a Special Educational Needs (SEN) school, we recognise that our pupils may be more vulnerable to discrimination, exploitation, misunderstanding of relationships, and barriers to accessing age-appropriate information. We are committed to ensuring that Relationships and Sex Education (RSE) is inclusive, accessible and respectful of all protected characteristics.

Our approach ensures that:

- RSE content is adapted to meet pupils' cognitive, communication, sensory and developmental needs.
- Teaching is differentiated and supported through visual resources, structured approaches and repetition where appropriate.
- Pupils with disabilities receive their entitlement to RSE in a way that promotes dignity, independence and safety.
- All pupils are taught about respect, diversity and healthy relationships in a manner appropriate to their stage of understanding.
- The curriculum challenges prejudice and promotes equality of opportunity.
- Reasonable adjustments are made to ensure full participation.

We recognise the diverse backgrounds, cultures and beliefs of our school community. RSE is delivered in a balanced and sensitive way that respects these

perspectives while ensuring compliance with statutory requirements and safeguarding responsibilities.

An equality impact consideration has informed the development of this policy to ensure that no pupil is disadvantaged and that RSE provision actively promotes inclusion, safety and wellbeing for all.