

Relationships and Sex Education policy

Local Policy approved by:	
Kevin Day	Headteacher
Paul Tibbetts	Chair, Local Advisory Board
Date of next Review	September 2025

INTRODUCTION

Within Belmont School the teaching of Relationships and Sex Education (RSE) is an aspect of the Personal, Social, Health and Economic Curriculum. Relationship education is at the core of everything we do as a relational school.

Our Relationships and Sex Education (RSE) curriculum teaches pupils about the emotional, social and physical aspects of growing up, relationships and health. In line with the DFE 2019 guidance (updated in 2021) [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/86222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK_(www.gov.uk).pdf) We teach the fundamental building blocks and characteristics of positive, healthy, respectful relationships, including friendships, family relationships, relationships with other children and adults in all contexts, including online. We will also help students develop the understanding of how to stay healthy physically, mentally and where appropriate sexually.

When developing our curriculum, we have taken into consideration the Preparing for Adulthood outcomes set out in the SEND code of practice 2015 [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61626/SEND_Code_of_Practice_January_2015.pdf) and have ensured that we comply with the relevant requirements of the Equality Act 2010 [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/154/section/17) to ensure that it is accessible to all. As stated in Keeping Children Safe in Education 2023 [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106503/Keeping_children_safe_in_education_2023.pdf) we ensure that all of our pupils are taught about safeguarding and how to stay safe online.

Our curriculum has been designed in regard to all current guidance and legislation but is also reflective of the context of our school and the needs of our pupils. We have used the Personal, social, health and economic (PSHE) Association SEND framework [Planning Framework for Pupils with SEND \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/pshe-association-send-framework) and Gloucestershire Healthy Living and Learning scheme of work as a reference.

AIM OF POLICY

- Explain the intent of our RSE curriculum
- Ensure that the whole school community including pupils, parents/carers, staff, and LAB members have a shared understanding of the curriculum.
- Ensure our RSE provision is up to date and regularly reviewed.
- Provide guidance and information to all staff delivering the curriculum.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation policy development process was as follows:

1. PSHE co-ordinator collated all relevant information from relevant guidance and legislation.
2. All staff were given the opportunity to review the policy and make recommendations
3. All parents were given the opportunity to review the policy and make recommendations
4. An accessible summary of the policy has been created in communicate in print and

shared with pupils. There will also be ongoing investigation into what pupils want from their RSE.

5. The policy will be available on our website.
6. The policy will be shared with LAB members to be reviewed.

STATUTORY REQUIREMENTS

Sections 34 and 35 of the Children and Social Work Act 2017 [Children and Social Work Act 2017 \(legislation.gov.uk\)](https://www.legislation.gov.uk) states that Relationships Education is to be provided to pupils of the compulsory school age receiving primary education and that Relationships and Sex Education (RSE) be provided to all pupils receiving secondary education.

Health Education is also compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Equal opportunities

The law states that all pupils should have access to Relationships Education and Health Education that is relevant to their needs. To ensure that all pupils at Belmont School have equal opportunities our approach to RSE takes account of:

- Special Educational Needs – Our curriculum has been designed to be delivered in a way that considers and adapts to the wide range of learning, communication, SEMH, and physical needs of our pupils.
- Adverse childhood experiences (ACEs), trauma and safeguarding history– We will be aware of the impact ACEs and trauma may have on a pupil's ability to access the curriculum. We will be sensitive to the needs of the pupil and adapt lessons, learning environment and support where necessary as well as gain advice from professionals and external agencies where needed.
- Ethnic, religious and cultural diversity – The school will consult with pupils and parents and be understanding and respectful of the views of different cultures, religions and ethnicities.
- Socio-economic background – We will be aware of the differing socio-economic backgrounds and prevent the stigmatisation of children based on their background.
- Sexuality and gender identity – We will be aware sexuality and gender identity of our pupils and their families and be sensitive to their needs. We will provide education that aims to prevent homophobic or sexist bullying and address and incidents appropriately.

Roles and Responsibilities

Local Advisory Board (LAB) – The LAB will approve the RSE policy and hold the Head Teacher and PSHE co-ordinator to account. The PSHE link LAB member will carry out regular visits and meetings to monitor the RSE provision.

Head Teacher – is responsible for ensuring that RSE is taught consistently across the school and will hold the PSHE co-ordinator to account. He will also be responsible for managing request to withdraw.

PSHE Lead– is responsible for creating, reviewing and adapting the curriculum, monitoring the success of the curriculum, providing long-term plans for teaching staff and providing or signposting staff to CPD where necessary

Teaching Staff – are responsible for delivering a differentiated curriculum in a way that is sensitive and responsive to pupils needs. They are also responsible for accessing any necessary training.

Interventions Team – will support pupils with individualised 1-1 or small group RSE interventions when necessary.

Outside Agencies – Pupils will be referred to outside agencies when their needs regarding RSE and mental health require more specialist support.

Pupils – All pupils will be entitled to RSE and pastoral support appropriate to their age and circumstances. They will be consulted about their RSE needs and views will be considered in developing provision.

SAFGUARDING

As stated in KCSIE 2023 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. To comply with KCSIE 2023, at Belmont, there is a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by our relationship and behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our curriculum is fully inclusive and developed to be developmentally appropriate, considering the SEND needs of our children. Where appropriate, the subjects taught as preventative education will be:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

When delivering PSHE pupil ACES and trauma will be taken into consideration when planning the teaching of a topic.

Any safeguarding concerns that arise when teaching SRE will be reported to our Safeguarding Lead and recorded on CPOMS.

INTENT

Our curriculum aims to prepare our pupils to embrace the challenges of creating a happy, safe and successful adult life. To do this successfully, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We want to create awareness amongst our pupils that everyone faces difficult situations in their lives and therefore to help pupils manage this we want to support our pupils in developing resilience and ensure that they know how and when to ask for help, and where to go to access support.

As a special need school, we provide high quality teaching that is differentiated and personalised to the pupils needs. We have also taken into consideration preparing for adulthood outcomes set out in the SEND code of practice January 2015.

Overall Aim

- Ensure the level of SRE taught is relative to the pupils' emotional and social development and understanding as opposed to their biological age.
- Consult parents and key members of staff so that a holistic support structure can be in place for the child throughout their education on this topic.
- Provide a safe environment whereby sensitive discussions can take place.

IMPLEMENTATION

When?

- Relationships education will be taught via PSHE lessons, Tutor Times, Assemblies, Enrichment weeks such as Anti-bullying week, Thought of the week, Individualised interventions, THRIVE and in time with the pupils emotionally available adult (EAA). Overall our relationships education is part of our everyday ethos at Belmont and therefore pupils will develop this knowledge and related skills via everyday life at Belmont.
- Relationship & Sex education will be taught via PSHE lessons, individualised interventions when needed and sexual health week lessons. Biological aspects of sex, reproduction and pregnancy will be covered within Our World/Science lessons.

What?

Relationships education

- To support pupils in developing an understanding of respect, love and care.
- Ensure pupils are able to recognise healthy and unhealthy relationships.
- Ensure that pupils can recognise appropriate and inappropriate actions and therefore have an awareness of how to keep themselves safe.
- To support pupils in understanding that 'Love is Love' within LGBTQ+ recognising that there are many different forms of family structure.
- To promote self-respect and empathy of others.
- Promote equality encouraging pupils to understand differences and eliminate discrimination.
- To help pupils develop an awareness of the impact of relationships on our emotions and help pupils develop the strategies to help manage these emotions.
- To make pupils aware of useful information and external support agencies that can access when they need emotional support or advice.
- Develop an understanding of how to recognise exploitation and abuse and how to seek help.
- Develop pupils understanding of cyber safety including appropriate and inappropriate relationships online.
- Develop an understanding of types of bullying and child on child abuse and provide pupils with strategies they can use to manage and report bullying and abuse.

Sex and Relationships education

- To support pupils in understanding their own bodies and minds and how they may change during puberty.
- To support children in managing hygiene and health throughout their development into adulthood.
- To support pupils in understanding the difference between biological sex, gender identity, gender expression, sexual orientation.
- To ensure that pupils gain an understanding of how a baby is conceived.
- To support pupils in understanding the process of pregnancy and birth.
- To support pupils in developing an understanding of parental responsibility
- To ensure pupils understand the importance of consent at every level, from minimal physical contact such as hugging and kissing to sexual intercourse.
- To support pupils in understanding how to keep themselves safe in a sexual relationship in regards to sexual health and contraception.
- To support pupils in understanding that religions and beliefs vary in regards to sex and relationships and therefore they must be considered and respected.
- To support pupils in developing critical thinking as part of decision-making regarding
- Develop an appreciation of the outcome of poor decision making in regards to sex and relationships.
- Encourage pupils to use the correct terminology when discussing body parts and sexual behaviour.
- develop an understanding of the reasons for delaying sexual activity and the benefits in engaging in sexual activity at a time when you are ready and safe.
- Develop an understanding of vocabulary, definitions and issues surrounding LGBTQ+
- Be aware of how to keep yourself online by recognising inappropriate content,

inappropriate behaviour or requests and behaviours relating to online grooming.

- To make pupils aware of outside agencies that can support them with issues of abuse, mental health and sexual health.

How?

- Pupils are continually assessed using our Educational Health Care Assessment. This data will be used to assess a pupil's current level of emotional development and social understanding and therefore will help determine what stage of our Sex and relationship education they should be taught.
- Once a stage is determined, parents will be informed and consulted.
- The pupils will be taught in streamed groups for secondary and by class tutor for primary unless other arrangements are agreed with Senior management.
- All staff are given the opportunity to carry out RSE CPD to support them in delivering the subject.
- The resources used will be those recommended by Gloucestershire Healthy Living and Learning Pink Curriculum, those found on the TWINKL website and nationally recognised organisations such as NSPCC, FPA, NHS etc. We will use the resources appropriate for the child's social and emotional understanding as opposed to chronological age.
- Resources will be adapted where necessary to meet the needs of all of our SEN pupils.
- If there are varied levels of social emotional understanding within a primary class they will be split into differentiated groups.
- When there is a specific need regarding an issue related to puberty, sex and relationships an individualised intervention will take place with the consent of the parents/carers.
- In Key Stage 4 the pupils complete an ASDAN PSHE short course or ASDAN PSHE related skills challenges depending on ability.

IMPACT

- The overall impact will be that our pupils will be better informed and have the skills they need to keep themselves safe and happy and will have made a significant step towards living independently in their future lives.
- Our pupils will be able to communicate their needs and emotions effectively.
- Pupils will build positive safe relationships.
- The skills gained from our PSHE curriculum and PSHE focus within everyday school life will be recorded and monitored on our Educational Health Care Assessment. Data will be entered into this tracker at the end of every term. The data will be analysed and used for:
 - Informing and creating PSHE related targets for an EHCP
 - Identifying pupils needing further interventions in school or with outside agencies
 - Supporting safeguarding concerns
- KS4 pupils will leave with either an ASDAN PSHE Short Course Certificate or selection of PSHE ASDAN Life Skill challenge certificates.

Monitoring

The delivery of RSE will be monitored by (The senior leadership team) SLT and the PSHE lead through:

- Learning walks
- Pupil progress meetings
- Pupil workbooks/evidence
- Lesson planning and observations
- Teacher monitoring
- Pupil feedback
- LAB link visits

PARENTS' RIGHT TO WITHDRAW

Primary age pupil

If a learner is of primary age (year 6 and below), parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. The delivery of non-statutory sex education is delivered as appropriate to specific learners as the needs arise. The decision to deliver this content is made in consultation with parents.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

Secondary age pupil

If a learner is of secondary age (year 7 and above), parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be kept in the pupils file in the office. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to learners who are withdrawn from sex education.


LINKS TO OTHER SCHOOL POLICIES

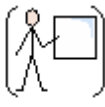
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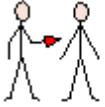
- Safeguarding policy
- PSHE policy
- Equality and diversity policy
- SEND policy
- Anti-bullying policy
- Relationships and behaviour policy


ACCESIBLE CHILD FRIENDLY SUMMARY OF POLICY


Primary


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In relationships



education



you



will learn

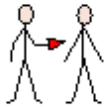

about healthy



and unhealthy

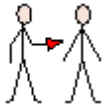
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relationships



and how



to keep



yourself



safe.



You


will also learn







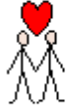



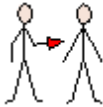












about the differences


between people,

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relationships

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and families.

Secondary

  
In sex and relationships education you will learn about healthy
    
and unhealthy relationships, consent, sexual relationships and
     
how to keep yourself safe. You must talk to an adult if
   
you feel uncomfortable in any lessons. These lessons will
   
help you prepare for adult life.