



POLICY – Relationships and Sex / Sexuality Education Education – Wales and England

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Policy Approver	Rob Mcconomy – Regional Lead
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Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Written: March 2026
Author: Juliet Smith, Deputy Headteacher
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Next Review: March 2027
Approved by: Rob McConomy



Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.



1. Local School/College Profile

Hidelow Grange School is an independent specialist boys' school providing education for learners aged 11–16. All learners are children looked after and live within residential or foster care arrangements.

Learners typically present with complex needs, including experiences of trauma, disrupted attachments, additional learning needs and, for some, a history of harmful sexualised behaviour (HSB). The school operates an integrated model of Education, Care and Therapy, recognising that learning, safeguarding and emotional wellbeing are inseparable.

The school's ethos is grounded in dignity, safety, respect and accountability. A trauma-informed, child-centred approach underpins all practice, supporting learners to develop insight, self-regulation and the skills required for safe, respectful and lawful adult lives. The Good Lives Model (GLM) is embedded across education, care and therapeutic practice. GLM is a strengths-based framework which supports learners to identify meaningful life goals and develop safe, socially acceptable ways of achieving them. RSE plays a key role in this work.

2. Purpose and Scope

The purpose of this policy is to set out how Relationships and Sex Education (RSE) is delivered within this specialist school.

This policy governs **Hidelow Grange School's** approach to RSE, ensuring that learners receive education which supports their personal development, wellbeing, safeguarding and preparation for adult life. RSE enables learners to develop the knowledge, understanding and skills required to build healthy, respectful and appropriate relationships and to make safe and responsible choices. Within a specialist and high-risk context, RSE contributes directly to safeguarding, risk reduction and rehabilitation. Teaching is proportionate, developmentally appropriate and responsive to learners' age, maturity, additional needs, lived experiences and individual risk management or therapeutic plans. RSE has strong links with the school's PSHE / PSE provision, Behaviour and Relationships Policy, Safeguarding Policy and wider therapeutic practice.

The policy provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables **Hidelow Grange School** to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain



high-quality provision. It establishes clear expectations for the planning, delivery and oversight of RSE, whilst allowing for individualised, risk-assessed approaches where required.

3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A-C**.

4. Local Adaptation Requirement

This policy is informed by and complies with:

- Statutory guidance on Relationships, Sex and Health Education (RSHE)
- Independent School Standards Regulations 2014 (Parts 1, 2 and 3)
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- Ofsted Education Inspection Framework

5. Legal and Regulatory Context (Universal)

Hidelow Grange School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

6. Rationale

One of our core aims at **Hidelow Grange School** is for all pupils to learn how to keep themselves safe, and build positive relationships with those around them. The RSE programme at our school/college is fundamental to enabling us to achieve this aim. We understand the importance of educating pupils about sex and relationships so they can make responsible and well-informed decisions in their lives. This is particularly important for our students who have exhibited harmful behaviour or experienced abusive relationships, loss and personal trauma.

England: *Relationships and Sex Education (RSE)* is learning about physical, moral and emotional development; the importance of marriage for family life, stable and loving relationships, respect, love and care; and the teaching of sex, sexuality and health. At our school/college we teach RSE objectively, without prejudice and do not promote any form of sexual orientation.



Hidelow Grange School takes pride in offering a broad, balanced and relevant curriculum, catering for pupils of all abilities and backgrounds. PSHE/RSE is central to this and is delivered as a discrete subject. The majority of RSE is taught in these lessons, supported and complemented by work in other subjects and through the ethos of the school/college as a whole.

7. Aims and objectives

Our RSE programme enables pupils to develop their understanding of:

- Relationships of all kinds including friendships, family, online and intimate relationships;
- Sex and sexuality;
- The importance of family life;
- The biological facts related to human growth and development, including reproduction;
- Recognising and forming positive personal identities;
- The interplay between relationships and mental wellbeing, including loss, separation, divorce and bereavement;
- Bullying;
- The importance of healthy relationships and their characteristics;
- Promote understanding of healthy, respectful and appropriate relationships;
- Support learners to understand consent, boundaries, privacy and bodily autonomy;
- Develop empathy, emotional literacy and respectful communication;
- Enable learners to recognise risk, exploitation and abuse;
- Support understanding of the social, emotional and legal consequences of behavior;
- Promote empathy, equality, dignity, respect, and the ability to work with others;
- Prepare learners for safe participation in relationships and wider society;
- Knowing when and where to access help and support.

8. Content and delivery of RSE programme

The RSE programme follows the national curriculum to develop and embed key skills and knowledge over time. We follow the Jigsaw programme and cover topics through thematic units.

Through our programme, learners will practice and develop personal, interpersonal and social skills; and explore, clarify and, sometimes, challenge their own and others' attitudes, values and moral reasoning.



Our programme is underpinned by statutory duties relating to safeguarding, equality, learner welfare and curriculum entitlement that requires RSE programme content to be factual, inclusive, age-and stage-appropriate that supports learners to:

- Understand healthy relationships, consent and personal boundaries
- Recognise abuse, coercion, exploitation and online harms
- Access sexual health information and support
- Understand the law relating to sexual behaviour, harmful practices and digital safety
- Develop respect, equality and inclusion in line with the Equality Act 2010

Teachers/tutors must ensure RSE is trauma-informed, accessible, and responsive to individual needs, particularly given the vulnerabilities of the learners in this setting.

Themes covered

- Difference and diversity, tolerance, equality, prejudice and stereotyping;
- Puberty, menstruation, masturbation and personal hygiene;
- Healthy relationships — keeping yourself safe from exploitation, coercion, peer pressure and gangs; local and national sexual health agencies and services;
- Online safety including youth-produced sexual imagery and forming relationships online;
- Sexuality; body image, body confidence and the media;
- Online harms, digital safety, misinformation and content risks;
- Violence against women and girls (VAWG) prevention;
- Positive masculinity/femininity and suicide prevention.

Some aspects of RSE are also delivered through the theme of Health and Wellbeing such as sexual health and contraception, consent and sexual bullying. This is taught in conjunction with the clinical team and when appropriate for the young people due to histories of trauma. RSE is taught in a trauma-informed way and topics will not be removed unless essential.

The Science programme follows the National Curriculum Programme of Study for Science. In Key Stage 3 pupils learn the scientific facts surrounding sexual reproduction, including gametes, fertilisation, the male and female reproductive systems, puberty, the menstrual cycle, pregnancy and birth. Pupils will also learn about the legal age of consent, emotional and health aspects of sex and reasons to delay sexual activity. In Key Stage pupils develop knowledge of DNA, mitosis, meiosis and genetic inheritance. Knowledge is embedded through PSHE/RSE discussion and activities.

RSE is delivered through a combination of:

- Timetabled lessons
- Small group sessions
- Individualised work where appropriate
- Integration with therapeutic and care-based interventions



The content will be delivered through a variety of teaching methods and interactive activities including card sorts, quizzes, discussion, debate, educational film clips, imaginary case studies and real media events. Visitors and organisations may be invited to complement the programme.

The school is a boys-only provision. RSE may be delivered by teachers and tutors of all genders, in line with professional standards, safeguarding expectations and learner needs. A whole-school approach ensures that learning is reinforced consistently through the school's culture, routines and expectations.

8.1 RSE and Harmful Sexualised Behaviour (HSB)

RSE is delivered within a clear safeguarding and therapeutic framework. For learners with a history of harmful sexualised behaviour, RSE plays a critical role in **risk reduction, insight development, and rehabilitation**.

8.1.2 Risk Assessment and Individualised Planning

For some learners, risk levels may be assessed as high at different points in their placement. In these circumstances, RSE delivery is:

- **Individually risk-assessed** in consultation with the DSL, therapy team, and care team
- **Carefully sequenced and paced** to ensure learners are developmentally ready and emotionally safe
- **Adapted in content, grouping, and methodology** to meet individual needs and manage identified risks
- **Planned in consultation with safeguarding leads and therapeutic professionals** to ensure alignment with risk management plans, care plans, and therapeutic goals

Risk assessment considerations include:

- The nature and severity of the learner's HSB history
- Current risk level and any recent incidents or concerns
- The learner's emotional regulation, insight, and capacity to engage safely with RSE content
- Potential triggers or vulnerabilities related to specific RSE topics
- The learner's relationships with peers and staff, and any safeguarding concerns within the group
- The learner's therapeutic goals and progress

8.1.3 Delivery Approaches for Learners with HSB

RSE for learners with HSB is delivered through a combination of:

Small group teaching:

- Learners grouped by age, developmental stage, and risk level
- Group composition carefully considered to ensure safety and appropriate peer dynamics
- Ground rules and boundaries clearly established and reinforced

Individualised 1:1 sessions:

- For learners assessed as high risk or requiring tailored content



- Delivered by trained staff (teacher, therapist, or key worker) in consultation with the multi-agency team
- Content adapted to the learner's specific needs, risks, and therapeutic goals

Integration with therapeutic interventions:

- RSE content reinforced and explored in therapy sessions
- Therapeutic goals (e.g., understanding consent, developing empathy, managing triggers) explicitly linked to RSE learning
- Therapist and teacher work collaboratively to ensure consistent messaging and support

Integration with care-based interventions:

- RSE learning reinforced in residential settings through key work sessions, daily routines, and informal conversations
- Care staff trained to support RSE learning and manage disclosures or concerns
- Consistent approach across education, care, and therapy

8.1.4 Educational and Rehabilitative Focus

Teaching supports learners to:

- **Develop insight** into their own behaviour, its impact on themselves and others, and the factors that contribute to it
- **Understand the social, emotional, and legal consequences** of harmful sexualised behaviour
- **Identify safe, prosocial alternatives** to harmful behaviour that meet their emotional and relational needs (aligned with the Good Lives Model)
- **Develop empathy, emotional literacy, and perspective-taking** to understand the experiences and feelings of others
- **Understand consent, boundaries, privacy, and bodily autonomy** and apply this understanding to their own relationships and behaviour
- **Recognise risk, exploitation, and abuse** and know how to seek help and support

RSE is **educational and rehabilitative in focus, not punitive**. The aim is to support learners to develop the knowledge, skills, and insight required for safe, respectful, and lawful adult lives.

8.1.5 Safeguarding and Multi-Agency Working

RSE for learners with HSB is delivered within a robust safeguarding framework:

- **DSL/DDSL oversight:** All RSE lessons for high-risk learners are risk-assessed and monitored by the DSL/DDSL
- **Multi-agency consultation:** RSE planning and delivery involves consultation with the therapy team, care team, social workers, and other relevant professionals
- **Disclosure management:** Any safeguarding concerns arising from RSE lessons are managed in line with the school's Safeguarding and Child Protection Policy
- **Incident monitoring:** Behaviour and incident data reviewed termly to identify patterns, triggers, or emerging risks related to RSE content
- **Care plan integration:** RSE learning explicitly linked to individual risk management plans, care plans, and therapeutic goals



8.1.6 Impact and Progress Monitoring

Progress for learners with HSB is monitored through:

- **Formative assessment:** Ongoing assessment of understanding, insight, and application of RSE learning
- **Behaviour data:** Analysis of incident frequency, severity, and nature to identify improvements in behaviour and risk reduction
- **Therapeutic feedback:** Regular feedback from the therapy team on learners' emotional regulation, empathy, insight, and progress towards therapeutic goals
- **Care team feedback:** Feedback from residential staff on learners' language, behaviour, and relationships in care settings
- **Multi-agency review:** Progress reviewed in PPMs, LAC reviews, EHCP reviews, and other multi-agency meetings
- **Case studies:** Individual case studies document impact of RSE on risk reduction, insight development, and relational safety over time

9. Creating a safe learning environment

RSE touches on sensitive issues which may provoke strong emotional reactions. Teachers create a climate of trust, cooperation and support. Classes establish Ground Rules covering respect; confidentiality and its limits; thinking carefully before sharing personal information; the right to leave the room; correct language use; and the right to decline to answer personal questions. Distancing techniques (imaginary scenarios, third-person discussion) will be used.

Teachers will be conscious of expressing personal views and will work within the school/college's values, policies and the law. Difficult questions may be deferred for considered responses. Consideration will be given to group size and dynamics and who is best placed to deliver particular content.

All staff delivering RSE receive appropriate training in safeguarding, professional boundaries, trauma-informed practice and the specific needs of learners in a harmful sexualised behaviour context.

RSE and Harmful Sexualised Behaviour

RSE is delivered within a clear safeguarding and therapeutic framework. For some learners, risk levels may be assessed as high at different points in their placement.

- In these circumstances, RSE delivery is:
 - Individually risk-assessed
 - Carefully sequenced and paced
 - Adapted in content, grouping and methodology
 - Planned in consultation with safeguarding leads and therapeutic professionals

Teaching supports learners to develop insight into behaviour, understand its impact on themselves and others, and identify safe, prosocial alternatives. RSE is educational and rehabilitative in focus, not punitive.



Staff Training Requirements:

All staff delivering RSE must complete the following training:

- **Safeguarding and Child Protection** (annual update)
- **Trauma-Informed Practice** (annual update)
- **RSE in Specialist SEMH Settings** (on induction, refreshed every 2 years)
- **Harmful Sexualised Behaviour (HSB)** (on induction, refreshed every 2 years)
- **Good Lives Model** (on induction, refreshed every 2 years)
- **Equality and Diversity** (annual update)

Additional training may be required for staff delivering RSE to high-risk learners, including:

- **Managing Disclosures** (annual update)
- **De-escalation and Emotional Regulation** (annual update)
- **Working with Learners with Complex Trauma** (annual update)

Training records are maintained by the PSHE/RSE Lead and reviewed annually.

10. The role of the multi-agency team

Given the needs and vulnerabilities of our students, we will liaise with Clinical and Home teams to share curriculum plans for each learner in advance. This allows clinical staff to advise on content that may cause particular issues and to follow up any matters arising from lessons. In some circumstances a pupil may be removed from group teaching for particular content and receive 1:1 sessions led by a therapist or key worker. Where pupils are removed from group teaching due to clinical need or safety, all statutory content will still be delivered individually in an accessible and developmentally appropriate way.

11. Diversity and inclusion

We recognise that pupils may be vulnerable to exploitation and unhealthy relationships. Certain aspects of RSE may be taught individually or at times agreed with Care and Therapy. Throughout the school/college day, every pupil has access to one-to-one support from a member of the Education Team. Support will be provided through therapy, tutor support and key-work sessions.

RSE promotes equality, inclusion and respect for diversity. Learners are supported to understand and respect differences relating to gender, sexuality, disability, culture, faith and background, and to challenge discrimination and harmful attitudes. We are sensitive to religious and cultural views while ensuring pupils access the learning they need to stay safe and understand their rights. We include impartial scientific information on puberty, abortion and assisted conception, and cover the law on forced marriage and female genital mutilation (FGM). Our PSHE/RSE programme covers equality and related legislation. The programme aims to foster gender and LGBT+ equality, challenge prejudice and bullying, and respect emerging sexual orientation and gender



identity. Teaching is sensitive to individual needs and backgrounds and is delivered in a way that upholds dignity and emotional safety. RSE is accessible to all learners. Teaching is differentiated to ensure safety, understanding and meaningful engagement for learners with SEND, communication difficulties, trauma histories or heightened vulnerability.

12. Right to be excused / withdrawn from sex education

England – Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This right does not apply to relationships education, health education or science.

For Looked After Children:

All pupils at Hidelow Grange School are Looked After Children (LAC). In these circumstances, the right to withdraw from sex education may be held by:

- The local authority (if they hold parental responsibility)
- Birth parents (if they retain parental responsibility)
- Foster carers (if they have delegated authority)

The Headteacher will consult with the child's social worker and the local authority to establish who holds the right to make this decision. Any request to withdraw will be discussed with all relevant parties (social worker, local authority, birth parents if appropriate, foster carers, therapist, child) before a decision is made.

In all cases, the best interests of the child will be the paramount consideration, and the school will work with all parties to ensure the child receives the education they need to stay safe and healthy.

Parents/carers should make their request by emailing the Headteacher: **Benjamin.Neasom@caretech-uk.com**. Before granting any request the Headteacher will discuss it with the child's parents/carers, therapist, social worker and care team, and, as appropriate, with the child. A record will be kept of this process and the decisions made. The Headteacher will explain the benefits of receiving this education and any detrimental effects of withdrawal.

Except in exceptional circumstances, the school/college will respect the parents/carers' request to withdraw the child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school/college will make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Headteacher takes a pupil's specific special educational needs into account when making this decision.



13. Safeguarding and child protection

Effective RSE can lead to disclosures of child protection issues. The school/college Safeguarding and Child Protection procedures will be followed in all cases. RSE is delivered within the school's safeguarding framework. Learners are supported to ask questions and seek advice; however, confidentiality cannot be guaranteed. Any concerns arising through RSE are managed in line with safeguarding and child protection procedures. Contact details for the Designated Safeguarding Lead, Deputy DSLs and local referral routes are set out in the school's Safeguarding and Child Protection Policy.

14. Monitoring, Evaluation and Impact

The RSE programme and this policy are subject to regular evaluation and review to ensure provision remains responsive, effective, appropriate and compliant with statutory requirements.

14.1 Monitoring Cycle

Annual Review:

- Full policy review conducted annually by the PSHE/RSE Lead in consultation with the Headteacher, Designated Safeguarding Lead, and therapy team
- Review includes analysis of curriculum delivery, learner outcomes, safeguarding data, and stakeholder feedback
- Findings reported to governors/proprietor and inform curriculum planning for the following academic year

Termly Review:

- Curriculum delivery and learner progress reviewed termly by the PSHE/RSE Lead
- Review includes lesson observations, work scrutiny, learner voice, and staff feedback
- Termly data on safeguarding disclosures, incident patterns, and therapeutic feedback analysed to identify emerging needs or risks
- Adjustments to curriculum sequencing, groupings, or delivery methods made as needed

Ongoing Monitoring:

- Lesson-by-level monitoring through learning walks, work scrutiny, and pupil voice
- Safeguarding concerns arising from RSE lessons logged and reviewed by DSL/DDSL
- Multi-agency communication (education, care, therapy) ensures consistent approach and shared understanding of learner progress

14.2 Evidence of Curriculum Intent, Implementation and Impact



To ensure alignment with statutory expectations and Ofsted requirements, the school maintains:

Intent:

- Clearly sequenced RSE curriculum mapped to DfE statutory guidance (Relationships Education, RSE and Health Education)
- Curriculum maps demonstrate how content is age-appropriate, trauma-informed, and responsive to learners' complex needs and identified risks
- Curriculum intent statement clearly articulates how RSE supports safeguarding, risk reduction, rehabilitation, and preparation for adulthood

Implementation:

- Detailed lesson plans and resources demonstrate how statutory content is delivered in a trauma-informed, accessible manner
- Staff training records evidence competence in delivering RSE to learners with SEMH needs, trauma histories, and HSB
- Records of professional consultation (with therapy team, safeguarding leads, and external professionals) demonstrate safe delivery and appropriate oversight
- Safeguarding documentation (disclosure logs, risk assessments, care plan integration) evidences responsive practice

Impact:

- Evidence of learner progress through formative and summative assessment, work scrutiny, and learner voice
- Safeguarding data analysis demonstrates how RSE contributes to risk reduction and improved outcomes
- Multi-agency feedback (therapy, care, social workers) evidences impact on learners' understanding, behaviour, and wellbeing
- Case studies and individual progress records demonstrate impact over time

14.3 HSB-Specific Impact Measures

Given the specialist nature of the school and the prevalence of harmful sexualised behaviour (HSB) among learners, RSE impact is measured not only through curriculum coverage but through **risk reduction, insight development, and relational safety**.

Impact indicators include:

Understanding and Insight:

- Improvements in learners' understanding of consent, boundaries, privacy, and bodily autonomy (evidenced through formative assessment, discussion, and written work)
- Increased ability to recognise and articulate the impact of harmful behaviour on self and others (evidenced through therapeutic feedback, reflective writing, and restorative conversations)
- Development of empathy, emotional literacy, and perspective-taking (evidenced through therapy notes, staff observations, and peer interactions)

Behaviour and Risk Reduction:

- Reductions in the frequency or severity of sexualised incidents (evidenced through behaviour logs, incident reports, and multi-agency review)
- Safer language and behaviour in school, residential, and social settings (evidenced through staff observations, care team feedback, and behaviour data)



- Increased use of safe, prosocial strategies to meet emotional and relational needs (evidenced through Good Lives Model goal-setting and therapeutic progress)
- Improved emotional regulation and self-management in situations involving relationships, boundaries, or sexual content (evidenced through therapy notes, behaviour data, and staff observations)

Relational Safety and Wellbeing:

- Development of healthier peer relationships and reduced conflict (evidenced through behaviour logs, peer feedback, and staff observations)
- Increased confidence in seeking help and reporting concerns (evidenced through safeguarding disclosures, use of trusted adults, and learner voice)
- Improved mental health and wellbeing linked to RSE learning (evidenced through therapy feedback, wellbeing assessments, and learner voice)

Integration with Risk Management and Care Plans:

- RSE learning explicitly linked to individual risk management plans, care plans, and therapeutic goals
- Progress in RSE-related goals (e.g., understanding consent, developing empathy, managing triggers) tracked and reviewed in multi-agency meetings (PPMs, LAC reviews, EHCP reviews)
- Evidence of RSE contributing to risk reduction and rehabilitation documented in case files and progress reports

14.4 Stakeholder Engagement

The review process draws on the views of:

- **Learners** (through pupil voice, questionnaires, school council, and individual feedback)
- **Staff** (through staff meetings, training evaluations, and individual feedback)
- **Carers and residential staff** (through consultation, feedback forms, and multi-agency meetings)
- **Social workers and placing authorities** (through PEPs, LAC reviews, and multi-agency meetings)
- **Therapy team** (through clinical supervision, case discussions, and therapeutic feedback)
- **External professionals** (e.g., CAMHS, educational psychologists, specialist HSB services)

14.5 Quality Assurance and Continuous Improvement

The PSHE/RSE Lead, in consultation with the Headteacher and DSL, is responsible for:

- Ensuring RSE curriculum remains compliant with statutory guidance and responsive to learner needs
- Identifying areas for improvement through monitoring and evaluation
- Implementing changes to curriculum, resources, or delivery methods as needed
- Ensuring staff receive appropriate training and support



- Reporting findings to governors/proprietor and external agencies (e.g., Ofsted, local authorities)

Records maintained include:

- Curriculum maps and lesson plans
- Staff training records
- Safeguarding disclosure logs
- Behaviour and incident data
- Therapeutic feedback and case notes
- Learner progress records and assessments
- Stakeholder feedback and consultation records
- Annual and termly review reports

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair, inclusive and trauma-informed practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A — England: Relationships and Sex Education (RSE)

Statutory RSE Requirements

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance* (DfE 2019, updated 2025 for implementation 2026). [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- *Education (Independent School Standards) Regulations 2014* — including SMSC, welfare and information standards. [The Education \(Independent School Standards\) Regulations 2014](#)
- *RSE must be factual, age-appropriate and reflect English law on consent and the Sexual Offences Act 2003; child sexual exploitation and abuse; online safety and harmful content; domestic abuse and coercive control (Domestic Abuse Act 2021); forced marriage (Forced Marriage Act 2007); female genital mutilation (FGM Act 2003); sexual orientation and gender identity (Equality Act 2010).*

Safeguarding



- *Keeping Children Safe in Education (2025)* — statutory safeguarding duties for all education providers. Teachers/tutors must follow child protection procedures when disclosures arise through RSE. [Keeping children safe in education 2025](#)

Equality and Inclusion

- *Equality Act 2010* — duties to eliminate discrimination, advance equality and foster good relations. RSE must be inclusive of all protected characteristics. [Equality Act 2010](#)

FE-Specific Requirements

- FE providers must meet safeguarding duties for under-18s and vulnerable adults. RSE for over-18s must remain safe, factual and aligned with safeguarding responsibilities.
- *FE and sixth-form colleges must follow KCSIE safeguarding duties; providers educating under-18s are subject to the Education and Training (Welfare of Children) Act duties; the DfE RSE guidance and the FE RSE toolkit are recommended resources for post-16 RSE practice and curriculum design.”*

Regulators and key expectations

- **Regulators:** Ofsted Education Inspection Framework (EIF) [Education inspection framework \(EIF\) - GOV.UK](#)
- **Key expectations:** *curriculum sequencing mapped to DfE RSE guidance; DSL named and contactable; staff RSE/safeguarding training matrix; auditable disclosure/referral logs; parental-withdrawal records; evidence of curriculum intent, implementation and impact.*