



Resicare Alliance

RSE

## Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
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Job Title of Lead Person:	Chris Brown (Head of Education)

# Relationships and Sex Education (RSE) Policy

Independent Specialist School for Learners with Learning Disabilities

## 1. Policy Statement

This policy outlines the approach to Relationships and Sex Education (RSE) at Ladybird Manor a through independent specialist school for learners with learning disabilities (LD). We are committed to providing a curriculum that is accessible, inclusive, and tailored to the developmental and cognitive needs of our pupils.

## 2. Aims

- To provide a safe and supportive environment where pupils can develop the knowledge, skills, and values to form healthy relationships.
- To promote understanding of physical and emotional development, consent, and personal safety.
- To ensure RSE is delivered in a way that is appropriate to the cognitive and emotional maturity of each learner.
- To support pupils in developing self-awareness, confidence, and respect for others.

## 3. Statutory Requirements

This policy is written in accordance with:

- The Children and Social Work Act 2017
- The Education Act 1996 (Sections 34, 403, 406, 407)
- The Equality Act 2010
- The SEND Code of Practice (2015)
- DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

## 4. Curriculum Delivery

RSE is delivered through a combination of:

- Discrete PSHE lessons
- Cross-curricular links (e.g., science, ICT, life skills)
- Individualised and small group interventions
- Visual, sensory, and experiential learning approaches

Content is adapted to meet the needs of learners with a range of cognitive, communication, and sensory profiles.

## 5. Inclusivity and Safeguarding

RSE at Ladybird Manor is inclusive of all pupils, regardless of gender, sexuality, disability, cultural or religious background. Safeguarding is central to our RSE provision, and all staff are trained to deliver content in a trauma-informed and developmentally appropriate manner.

## 6. Parental and Carer Engagement

We recognise the vital role of parents and carers in supporting RSE. We:

- Consult with families on curriculum content
- Provide opportunities for discussion and feedback
- Share resources and guidance to support learning at home

## 7. Right to Withdraw

*Parents, carers and or social workers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE (excluding content that is part of the science curriculum).*

### In the context of our school:

- **Under Section 20 of the Children Act 1989**, where a child is accommodated voluntarily, the person with parental responsibility (usually the parent) retains the right to withdraw the child from sex education.
- **Where a Full Care Order is in place**, the local authority shares parental responsibility. In such cases, the **social worker** (as the representative of the local authority) has the authority to decide whether the child should participate in sex education.

All withdrawal requests must be made in writing to the Headteacher. A meeting will be arranged to discuss the request, clarify the content of the curriculum, and explore any concerns.

## 8. Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team and the Governing Body, with input from staff, parents, and pupils. Updates will reflect changes in legislation, guidance, and the needs of our school community.

## **RSE Teaching Through the Equals Semi-Formal Curriculum (Key Stage 1–4)**

### **Ladybird Manor School**

#### **Curriculum Framework**

- RSE is delivered through the **Personal Development** and **PSHE strands** of the **Equals Semi-Formal Curriculum**.
- The school uses the **Jigsaw PSHE programme** to support structured delivery, adapted to meet the needs of learners with learning difficulties and communication needs.

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### **Key Stage Breakdown**

#### **Key Stage 1 (Ages 5–7)**

- **Focus:** Understanding self and others, recognising emotions, learning about family and friendships.
- **Delivery:**
  - Weekly PSHE sessions using visuals, stories, and sensory play.
  - Embedded in daily routines (e.g., hygiene, turn-taking, personal space).
  - Supported by AAC, Makaton, and social stories.

#### **Key Stage 2 (Ages 7–11)**

- **Focus:** Building safe relationships, recognising body parts, understanding boundaries and privacy.
- **Delivery:**
  - Weekly structured RSE lessons.
  - Role play and scenario-based learning.
  - Introduction to online safety and emotional regulation.

#### **Key Stage 3 (Ages 11–14)**

- **Focus:** Puberty, emotional changes, friendships, consent, and digital safety.
- **Delivery:**
  - Weekly PSHE/RSE sessions with adapted Jigsaw materials.
  - Cross-curricular links with Communication, ICT, and Life Skills.
  - Use of visual aids, group discussions, and reflective journals.

## **Key Stage 4 (Ages 14–16)**

- **Focus:** Relationships, sexual health (where appropriate), independence, and preparing for adulthood.
- **Delivery:**
  - Weekly RSE sessions tailored to individual EHCP outcomes.
  - Focus on decision-making, respect, and safe behaviours.
  - Supported by external agencies (e.g., school nurse, safeguarding team) where appropriate.

## Appendix 1

### 1. Integrated Across Curriculum Areas

- **My Communication & My English**
    - Developing social interaction skills, turn-taking, listening, and expressing feelings.
    - Using AAC, Makaton, or symbols to talk about emotions, friendships, and personal space.
  - **My Independence**
    - Personal hygiene routines (washing, dressing, toileting).
    - Understanding private vs. public spaces.
    - Safety in the community and online.
  - **PSHE (Personal, Social, Health Education)**
    - Explicit sessions on relationships, consent, and keeping safe.
    - Adapted Equals PSHE modules for semi-formal learners.
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### 2. Delivered Through Daily Routines

- **Morning Circle / Registration**
    - Sharing feelings, weekend news, and reinforcing social norms.
  - **Snack & Mealtimes**
    - Encouraging appropriate social behaviour and independence.
  - **Personal Care Times**
    - Teaching privacy, dignity, and self-care skills.
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### 3. Thematic and Seasonal Links

- Festivals and celebrations (e.g., weddings, family events) provide natural opportunities to discuss relationships and diversity.
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### 4. Specialist Approaches

- **Attention Autism, Social Stories, and Role Play** for understanding emotions and relationships.
  - **Sensory activities** for body awareness and boundaries.
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## 5. Assessment and Progress

- Using **MAPP (Mapping and Assessing Personal Progress)** to track development in:
  - **Social Interaction**
  - **Emotional Regulation**
  - **Independence Skills**

## ✓ RSE Strands and Where They Fit in Equals Semi-Formal Areas

RSE Strand	Equals Area	Focus
<b>Relationships &amp; Friendships</b>	My Communication / PSHE	Turn-taking, sharing, understanding feelings, building friendships
<b>Body Awareness &amp; Privacy</b>	My Independence	Private vs. public spaces, dressing, toileting, personal boundaries
<b>Emotional Wellbeing</b>	My Communication / My Physical Wellbeing	Recognising emotions, coping strategies, relaxation techniques
<b>Keeping Safe</b>	PSHE / The World Around Me	Stranger danger, online safety, consent, safe touch
<b>Growing &amp; Changing</b>	My Independence / The World Around Me	Puberty, body changes, hygiene routines
<b>Diversity &amp; Respect</b>	PSHE / My Creativity	Families, relationships, cultural celebrations, Pride, weddings

## Autumn Term – Relationships & Emotions

Week	Theme	Equals Area	Activities	Assessment (MAPP)
1	What is a Friend?	My Communication	Circle time with emotion cards, role play sharing toys	Fluency: Expressing feelings
2	Feelings & Emotions	My Physical Wellbeing	Sensory story about emotions, AAC responses	Prompting: Identifying emotions
3	Personal Space	My Independence	Sorting public vs. private behaviours	Generalisation: Applying in different settings
4	Safe Touch	PSHE	Social stories, drama scenarios	Maintenance: Retaining safety rules

## Spring Term – Growing & Changing

Week	Theme	Equals Area	Activities	Assessment (MAPP)
1	Body Awareness	My Independence	Dressing/undressing dolls, naming body parts	Fluency: Naming body parts
2	Hygiene	My Independence	Washing hands routine, brushing teeth	Prompting: Independence in hygiene
3	Puberty (KS3–KS4)	My Independence	Visual supports for body changes, discussion groups	Generalisation: Applying hygiene at home
4	Keeping Safe	The World Around Me	Stranger danger role play, community walks	Maintenance: Safety rules in real life

## Summer Term – Diversity & Respect

Week	Theme	Equals Area	Activities	Assessment (MAPP)
1	Families	PSHE	Photo sorting activity (different family types)	Fluency: Naming family members
2	Weddings & Celebrations	My Creativity	Art project on cultural weddings	Generalisation: Recognising diversity
3	Pride & Respect	PSHE	Sensory collage on inclusion	Prompting: Respectful behaviour
4	Online Safety	The World Around Me	Creating posters on safe internet use	Maintenance: Retaining online

### Appendix 2

#### Parental and Social Worker Right to Withdraw - Legal Position

In accordance with statutory guidance:

- Parents/carers (or social workers for looked-after children) have the right to request withdrawal only from specific elements of Sex Education that fall outside the National Curriculum for Science
- There is no right to withdraw from:
  - a. Relationships Education
  - b. Health Education
  - c. National Curriculum Science content

### **Compulsory RSE Content**

(No right to withdraw)

#### **Relationships Education**

The following are mandatory and cannot be withdrawn from:

- Families and carers
- Caring friendships
- Respectful relationships
- Bullying and peer influence
- Online relationships and digital safety
- Personal safety and boundaries
- Recognising abuse and how to report concerns

#### **Health Education**

Mandatory Health Education includes:

- Mental wellbeing and emotional regulation
- Internet safety and online harms
- Physical health and fitness
- Drugs, alcohol, tobacco and vaping
- Personal hygiene and health prevention
- Basic first aid
- Puberty and bodily changes
- Safeguarding and personal safety

National Curriculum Science

The following science content is compulsory:

- Human life cycle
- Human reproduction (biological processes)
- Growth and development from birth to adulthood

### **Sex Education Content Eligible for Withdrawal**

(Non-statutory elements only)

Parents / carers / social workers may request withdrawal from the following where taught outside Science:

- Sexual activity in intimate relationships
- Detailed contraception methods
- Sexually transmitted infections (beyond factual health prevention)
- Pregnancy options discussions beyond statutory health education

Withdrawal applies only to the specific identified lessons, not to the wider RSE curriculum.

### **Withdrawal Request Process**

To ensure decisions are informed and in the pupil's best interests:

1. Requests must be made in writing to the Headteacher
2. A meeting will be arranged with:
  - Headteacher
  - DSL
  - Parent/carer or allocated social worker
3. The school will:
  - Explain curriculum content
  - Explore safeguarding considerations
  - Discuss alternative provision where appropriate
4. For pupils on a Care Order, the corporate parent (Local Authority / Social Worker) holds the decision-making authority
5. Withdrawal decisions are:
  - Recorded formally
  - Reviewed termly

- Subject to safeguarding override where necessary

The school reserves the right to refuse withdrawal if it is deemed to place the pupil at safeguarding risk.

Appendix 3

# Withdrawal from Specific Elements of the RSE Programme

## Relationship and Sex Education (RSE) Withdrawal Request Form The Yews School

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### School Context

At The Yews School, Relationship and Sex Education (RSE) is delivered through the **Equals Semi-Formal Pathway**. This means:

- RSE is woven through wider areas of learning including *My Body, My Safety, My Independence, PSHE, and Social Communication*.
- Content is developmentally appropriate, personalised, and focused on safeguarding, emotional regulation, healthy relationships, and personal safety.
- Teaching is sequenced to ensure pupils build the skills needed to keep themselves safe, understand boundaries, and develop respectful relationships.

Parents/carers **cannot** withdraw their child from statutory elements of the curriculum, including:

- **Relationships Education**
- **Health Education**
- **Science content** that covers puberty, reproduction, or body changes

However, parents/carers or Social Workers *may request withdrawal* from **non-statutory Sex Education components** only.

This form allows you to request withdrawal from *specific, identified* lessons—not from the full programme.

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### Section 1 - Student Details

**Name of Child/Young Person:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Year Group / Class:** \_\_\_\_\_

**Name of Parent/Carer or Social Worker:** \_\_\_\_\_

**Relationship to Child:** \_\_\_\_\_

**Contact Details:** \_\_\_\_\_

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## Section 2 - Details of the Request

Please specify **which element(s)** of the RSE programme you wish to withdraw your child from.

(Please note: withdrawal **cannot** be granted from statutory Relationships or Health Education.)

### **Specific session(s) you wish to withdraw from:**

(e.g., "Non-statutory content relating to human reproduction", "Specific Sex Education lesson in Week 8", etc.)

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### **Reason for the request (optional):**

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## Section 3 - Acknowledgement and Required Guidance

By completing this form, I acknowledge that:

- I have met with a member of The Yews School senior leadership team to discuss my concerns.
- I understand which elements are statutory and cannot be withdrawn from.
- I understand the safeguarding implications of withdrawing my child from certain sessions.
- I understand that alternative supervised learning will be provided during the identified sessions.

**Signed (Parent/Carer/Social Worker):** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Section 4 - School Response (for office use)

**Meeting held with (staff member):** \_\_\_\_\_

**Date of discussion:** \_\_\_\_\_

**Outcome of request:**

- Approved (withdrawal from the specified non-statutory elements)
- Not approved (requested content is statutory and cannot be withdrawn from)

**Notes / Agreed Actions:**

\_\_\_\_\_  
\_\_\_\_\_

**Signed (School Representative):** \_\_\_\_\_

**Role:** \_\_\_\_\_

**Date:** \_\_\_\_\_