

Oliver House School



Relationships & Sexual Education Local Procedure

Local Procedure Title	Relationships and Sexual Education
Service	Oliver House School
ACS Policy number and title	ACS 20 Relationships and Sexual Education
Date of issue:	08/09/2026
Date of Review:	30/09/2029
Local Procedure template reference	ACS LP 20
Local Procedure date	September 2026
Local Procedure review date	September 2027
Local Procedure Author(s)	Joe Wilson, PSHE & RSE Lead
Reviewed by	Lisa Sharrock, Headteacher
Local Procedure Ratification	Checked and approved by: Lisa Sharrock

Introduction

The purpose of this policy is to outline how through our Relationship and Sex Education (RSE) curriculum, we aim to support our pupils' social, moral, cultural and emotional development. Relationships and Sex Education (RSE) is a crucial part of preparing pupils for adulthood, relationships, and life in modern Britain.

Responsibility for the planning, delivery and evaluation of RSE sits with the PSHE/RSE Lead, in conjunction with class teachers and senior leaders. RSE is primarily delivered through discrete PSHE/RSE lessons, supplemented by wider curriculum opportunities, educational visits, therapeutic input where appropriate, and naturally occurring learning opportunities across the school day.

RSE is taught throughout the academic year as part of a sequenced curriculum. Content is carefully adapted to reflect pupils' age, developmental stage, communication profile and individual learning needs.

RSE supports our pupils to:

- Understand themselves physically, emotionally and socially
- Build and maintain safe, positive relationships
- Develop independence, autonomy and decision-making skills
- Supporting understanding of personal safety
- Understand social boundaries
- Communicate and self-advocate.

Within our Explore pathway, as well as primary-aged pupils on our Aspire pathway we place the emphasis on supporting pupils' understanding and skill in developing positive, safe and healthy relationships whilst promoting opportunities for continued communication.

For secondary-aged pupils on the Aspire pathway, our policy is based on the DfE 'Relationships, Sex and Health Education Statutory Guidance (2025)' which is mandatory from September 2026 and aligns with the PSHE Association SEND Framework (2026).

RSE (alongside PSHE) is taught at Oliver House directly at least once per week. Furthermore, all pupils are provided with discreet opportunities such as learning through experiences i.e. community visits, discussion and cross-curricular opportunities. Structured learning sessions are informed by the PSHE Association SEND Framework (2026) and tailored accordingly by the individual needs of each pupil. Pupils receive at least one period of direct teaching per week, led by the class teacher.

Aims

The aims of RSE at Oliver House are to:

- Enable pupils to develop safe, respectful relationships
- Provide clear teaching about boundaries, consent, and privacy
- Support pupils to understand their bodies and development
- Promote emotional understanding and wellbeing
- Promote positive physical and mental health and wellbeing
- Support pupils to understand healthy lifestyles, including personal hygiene, physical activity, sleep and healthy choices
- Develop awareness of how substances, including medicines, alcohol, tobacco and drugs, can affect health and wellbeing
- Equip pupils with knowledge to stay safe, including online
- Develop pupils' ability to make choices and express preferences
- Foster confidence, independence and personal responsibility
- Ensure learning is accessible, retained, and relevant to real life
- Provide pupils (where appropriate) with the information and skills to develop healthy, nurturing relationships and to make informed decisions about their sexual health.
- To teach pupils (where appropriate) about human sexuality, contraception, developing intimate relationships and resisting pressure to have sex.

We aim to ensure that pupils leave Oliver House as confident, informed individuals who can navigate relationships and protect themselves.

Statutory Framework and Parental Rights

This policy is informed by:

- DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)*
- PSHE Association SEND Guidance (2026)

In line with statutory guidance:

- Relationships Education and Health Education are compulsory
- Parents have the right to request withdrawal from the non-statutory elements of sex education. Requests should be made in writing to the Headteacher via oliverhouseschool@aspriscs.co.uk. Following receipt of a request, the Headteacher will arrange a meeting with parents/carers to discuss the curriculum content, the reasons for the request and any concerns they may have.

Before any withdrawal is agreed:

- The Headteacher will meet with parents to discuss the request and curriculum content
- The potential impact of withdrawal on the pupil's understanding, safety, and wellbeing will be explained
- A record of discussions will be maintained

We recognise that aspects of Relationships Education, Health Education and safeguarding education, including learning about healthy relationships, personal safety, consent, online safety and recognising abuse, are statutory parts of the curriculum and pupils cannot be withdrawn from these areas.

Pupils themselves may opt into sex education from three terms before their 16th birthday, where appropriate. Those who are withdrawn will continue to receive an otherwise full PSHE/RSE curriculum offer, outlined by the individual needs of the pupil. During periods of withdrawal from sex education, pupils will receive appropriate, purposeful education aligned to the school's PSHE and Health Education curriculum. This may include learning relating to personal safety, emotional wellbeing,

healthy lifestyles, self-care, relationships, communication, independence and preparation for adulthood

Principles:

RSE at Oliver House is underpinned by the following principles:

- Teaching is individualised based on age, understanding, and need
- Learning supports personal autonomy and decision-making
- Content is adapted to reflect cognitive, communication, and sensory needs
- Pupils are taught to understand that different viewpoints exist, promoting respect
- Teaching prioritises functional, real-life knowledge

RSE enables pupils to:

- Take increasing responsibility for their own wellbeing
- Make informed choices
- Develop independence and self-awareness

RSE Curriculum Content

Our RSE curriculum is progressive, developmentally appropriate and carefully sequenced to enable pupils to build knowledge, skills and understanding over time. The curriculum reflects statutory Relationships Education, Relationships and Sex Education and Health Education requirements while being adapted to meet the needs of learners within our specialist setting.

Primary-Aged Pupils:

For primary-aged pupils, the curriculum focuses on:

- Building positive friendships and relationships
- Understanding emotions and feelings
- Respect for self and others
- Personal safety and seeking help
- Public and private behaviours
- Online safety
- Growing, changing and personal hygiene
- Developing independence and self-care skills

Secondary-Aged Pupils:

For secondary-aged pupils, learning builds on earlier knowledge and may include:

- Healthy and respectful relationships
- Consent, boundaries and personal rights
- Puberty and emotional development
- Sexual health education where appropriate
- Managing risk and peer influence
- Online relationships and digital safety
- Physical and mental health and wellbeing
- Drugs, alcohol, tobacco and the law
- Preparation for adulthood and independent living

Core Areas of Learning:

a) Self and Relationships

- Recognising self and others
- Understanding friendships and social interactions
- Respecting differences
- Recognising healthy and unhealthy relationships
- Understanding coercion and controlling behaviour

b) Safety, Boundaries and Consent

- Public vs private behaviours
- Private body parts and personal space
- Safe and unsafe touch
- Consent — giving, refusing, and withdrawing
- Identifying trusted adults

c) Emotional Understanding

- Recognising and naming emotions
- Understanding how feelings influence behaviour
- Developing regulation strategies
- Recognising emotions in others

d) Changing and Growing

- Physical changes during puberty
- Emotional changes
- Personal hygiene and self-care
- Appropriate ways to manage changes

e) Online Safety and Risk

- Understanding how online content influences behaviour
- Recognising unsafe situations online
- Awareness of exploitation, coercion, and scams
- Managing online relationships safely

f) Health and Wellbeing

- Physical health and healthy lifestyles
- Mental health and emotional wellbeing
- Personal hygiene and self-care
- Healthy eating, exercise and sleep
- Medicines and healthcare
- Understanding risk-taking behaviour
- Awareness of alcohol, tobacco, vaping and drugs
- Developing resilience and coping strategies

Sex Education (Developmentally Appropriate)

Where appropriate, pupils may learn about:

- Intimate relationships
- Consent and safety in relationships
- Respectful behaviour

This is always delivered:

- In line with pupil readiness
- With sensitivity and clarity
- With a strong focus on safeguarding

Safeguarding

RSE plays a central role in safeguarding.

Through RSE, pupils are taught to:

- Recognise unsafe or uncomfortable situations
- Understand boundaries and personal rights
- Identify trusted adults
- Ask for help and report concerns

Some content (e.g. abuse prevention, online safety) is taught without explicit discussion of sexual activity, ensuring accessibility while maintaining safeguarding focus.

All staff follow school safeguarding procedures when responding to concerns or disclosures. Staff receive safeguarding training and guidance relating to RSE content, ensuring they can respond appropriately to disclosures, manage sensitive discussions and maintain pupil safety. Close links between safeguarding, pastoral support and the RSE curriculum help ensure that emerging concerns are identified and addressed promptly.

Teaching Approach (RSE-Specific)

RSE is delivered using approaches that are adapted to meet the individual needs of learners:

- Visual supports (symbols, schedules, social stories)
- Clear, concrete language
- Structured and predictable teaching
- Repetition and reinforcement
- Scenario-based and real-life learning

Content is delivered:

- At an appropriate developmental level
- With sensitivity to individual needs
- In a safe and supportive environment

External visitors may be used to enhance provision where appropriate, safeguarding procedures are followed at all times.

Responding to Questions

Pupils may ask questions about relationships or their bodies.

Staff will:

- Answer questions honestly and factually
- Use age-appropriate and accessible language
- Avoid unnecessary detail
- Reinforce safeguarding messages

Where appropriate, pupils will be taught correct anatomical language in a safe and respectful way.

Staff Responsibilities and Training

- The PSHE/RSE Lead develops and regularly reviews curriculum content, ensures statutory requirements are met and quality assures the implementation of the curriculum across the school.
- Senior leaders monitor the quality and effectiveness through lesson visits, curriculum reviews, staff discussions, pupil outcomes and ongoing quality assurance activities.
- Staff delivering RSE are supported through regular training, professional discussions and curriculum guidance led by the PSHE/RSE Lead and senior leaders.

We ensure:

- Staff feel confident delivering sensitive content through access to training, coaching, curriculum resources and opportunities to discuss good practice. Staff confidence and training needs are reviewed through supervision, professional dialogue and quality assurance processes.
- Training is ongoing and responsive

Parental Engagement

Parents/carers are key partners. We will:

- Share information about curriculum content through policy documents, curriculum overviews and school communications
- Provide opportunities for parents/carers to discuss RSE provision with school staff

- Offer access to relevant learning materials upon request
- Consult with parents/carers when significant curriculum changes are introduced
- Respond to questions and concerns in a timely and supportive manner

We aim for meaningful engagement, ensuring parents understand how RSE supports safeguarding and independence.

Monitoring and Review

RSE provision is monitored through:

- Annual curriculum review led by the PSHE/RSE Lead
- Staff feedback and support
- Pupil understanding and engagement
- Leadership monitoring and quality assurance activities, including lesson visits, work moderation and curriculum evaluation
- Parent and carer feedback

The policy will be reviewed annually by school leaders, or sooner if required by changes to statutory guidance or school practice.

Consultation

This policy is being shared for parental consultation. Parents/carers are invited to provide feedback via email, written response, direct discussion with school leaders and/or Microsoft Forms. All feedback received will be considered, ensuring that our RSE provision:

- Reflects the needs of our pupils
- Is clear and transparent
- Supports families effectively