



Adventure Wellbeing School

Relationships and Sex Education Policy

| Document Reference | Relationships and Sex Education Policy |
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1. Introduction

At **Adventure Wellbeing School (AWS)**, we are committed to providing a fully inclusive education that empowers all children to achieve their personal, emotional, and academic potential. As an independent SEND school, we recognise that high-quality Relationships and Sex Education (RSE) is integral to preparing our pupils for adulthood, enabling them to navigate relationships safely, confidently, and respectfully.

The Significance of RSE for SEND Pupils

SEND pupils often face unique challenges when understanding relationships, consent, and their own development. These challenges, which are distinct from those faced by non-SEND pupils, may include:

- **Communication Difficulties:** Limited ability to express or understand emotions, needs, and boundaries.
- **Social Vulnerability:** Increased risk of exploitation, abuse, and peer pressure due to lack of understanding of appropriate relationships.
- **Emotional Regulation:** Difficulty managing emotions, changes, or concepts such as puberty.

At AWS, we firmly believe that RSE is not just a subject but a safeguarding priority. It is crucial in empowering children to understand their bodies, develop healthy relationships, recognise unsafe situations, and learn strategies to seek help. By teaching these concepts age-appropriate and differentiated, we equip our pupils to stay safe, make informed decisions, and thrive in society.

Statutory and Ethical Responsibilities

This policy is grounded in the following statutory guidance and legal frameworks:

- **DfE Statutory Guidance:** Relationships Education, Relationships and Sex Education, and Health Education.
- **Independent School Standards (ISS):** Ensuring compliance with safeguarding and curriculum requirements.
- **The Children and Social Work Act:** Mandating Relationships and Health Education.
- **Equality Act:** Promoting respect and understanding of all protected characteristics.
- **SEND Code of Practice:** Ensuring equity of access to the curriculum for all learners.

Our Approach

At AWS, RSE is not a standalone subject but is integrated across the **PSHE curriculum**, science, circle time, and assemblies. Our approach ensures that teaching:

- Is **accessible** to all learners, using differentiated materials, multisensory methods, and visual supports.
- Promotes **emotional safety** by creating positive, respectful, and inclusive learning environments.
- Respect and celebrate diversity, addressing family structures, gender identity, and cultural backgrounds.
- Reinforces key safeguarding principles, such as boundaries, consent, and seeking help when needed.

By delivering RSE in a sensitive, age-appropriate, and inclusive manner, AWS empowers every child to develop positive relationships, build resilience, and understand their place in the world.

2. Aims and Objectives

The aims of RSE at Adventure Wellbeing School are to:

Provide Accurate Knowledge:

Equip pupils with age-appropriate, clear, and accessible information about relationships, health, puberty, and human development. This includes teaching key concepts such as:

- Understanding emotions and relationships.
- Puberty, hygiene, and self-care.
- Boundaries, consent, and personal safety.

Fostering Emotional Wellbeing:

Support pupils' emotional resilience and self-esteem, helping them to:

Recognise and express their emotions appropriately.

Develop confidence and celebrate their own identity.

Manage changes such as puberty in a supportive and informed way.

Safeguard Pupils:

Teach pupils to:

Recognise unsafe or inappropriate behaviours, including exploitation, abuse, and online risks.

Understand concepts of consent and personal boundaries.

Know when and how to seek help from trusted adults or support services.

Develop Social and Communication Skills:

Provide opportunities to:

Practise skills such as active listening, expressing feelings, and managing conflict.

Learn how to build and maintain positive, respectful relationships.

Understand how communication may differ across relationships (e.g., family, friends, adults).

Celebrate Diversity and Inclusion:

Promote respect for differences in family structures, cultures, gender, and identity. Pupils will:

Learn about the importance of inclusion and equality.

Challenge stereotypes and celebrate diversity.

Develop tolerance and understanding of others.

Prepare Pupils for Adulthood:

Equip pupils with the knowledge and skills to:

Make informed choices about their health and relationships.

Manage changes, responsibilities, and challenges as they transition to adulthood.

Understand reproduction, the role of families, and the value of healthy relationships.

Ensure Accessibility for SEND Learners:

Recognise the unique needs of pupils with SEND by:

Providing differentiated resources and teaching strategies.

Using repetition, scaffolding, and visual aids to reinforce learning.

Encouraging participation through supportive, multisensory approaches.

3. Statutory Framework

At Adventure Wellbeing School, we adhere to the following statutory and non-statutory guidance to ensure the delivery of high-quality Relationships and Sex Education (RSE) that meets the needs of all our pupils:

Department for Education (DfE) Guidance

- Relationships Education is statutory for all pupils in primary education.
- Health Education, which includes puberty, hygiene, and mental wellbeing, is statutory.
- Non-statutory Sex Education is encouraged but not compulsory. At AWS, this content is included in Years 5 and 6 to prepare pupils for the transition to secondary education.

Independent School Standards (ISS)

- As an independent SEND school, AWS ensures that RSE reflects the principles of equality, safeguarding, and inclusion, as required by ISS regulations.

The Children and Social Work Act

- This legislation mandates the provision of Relationships Education and Health Education.

Equality Act

- AWS promotes inclusion and respect for all protected characteristics, including gender identity, sexual orientation, disability, race, and religion. Lessons are designed to challenge stereotypes and promote tolerance and understanding.

Science Curriculum Requirements

- Elements of sex education are included within the statutory science curriculum. These include:
 - Key Stage 1: Understanding the basic needs of animals and humans for survival and growth.
 - Key Stage 2: Describing changes during human growth, including puberty and reproduction.

Non-Statutory Sex Education

At AWS, we believe it is important to teach age-appropriate sex education content to prepare pupils for physical and emotional changes. This includes:

- Understanding how a baby is conceived and born (taught in Years 5 and 6).
- Recognising the role of families and reproduction in human life.

Parental Withdrawal: Parents have the right to withdraw their child from non-statutory sex education. Statutory Relationships and Health Education cannot be opted out of, as these are critical to safeguarding and wellbeing.

4. Inclusion and SEND-Specific Adaptations

At Adventure Wellbeing School, inclusion is at the heart of our RSE delivery. We recognise that pupils with Special Educational Needs and Disabilities (SEND) may require additional support and differentiated approaches to fully access RSE.

4.1 Inclusive Principles

Our RSE curriculum is delivered in a way that:

- **Ensures Access for All:** We tailor lessons to suit each pupil's cognitive, emotional, and physical abilities.
- **Fosters Positive Relationships:** Lessons are delivered in supportive environments where pupils feel safe, valued, and respected.
- **Celebrates Diversity:** We teach pupils to value and respect differences in families, relationships, gender, and culture.

4.2 Differentiated Delivery Strategies

AWS teachers use a variety of approaches to ensure that all pupils, regardless of their needs, can engage meaningfully in RSE. Strategies include:

Pre-Teaching Key Concepts

- Teachers introduce key vocabulary and ideas before RSE lessons to ensure pupils have a foundation for understanding.
- Word banks, visual prompts, and simplified definitions are used to support comprehension.

Visual and Multi-Sensory Learning

- Concept cartoons, social stories, and visual aids simplify abstract ideas such as consent, emotions, and puberty.
- Pupils use **timelines** and diagrams to understand human growth and development.
- Tactile and interactive resources, such as anatomical models, reinforce learning through hands-on activities.

Scaffolded Learning

- Teachers break lessons into smaller, manageable steps to ensure pupils can follow the content at their own pace.
- Repetition and rehearsal of key messages reinforce learning and improve recall.

Storytelling and Role Play

- Social stories help SEND pupils understand social cues, boundaries, and appropriate behaviours.
- Role play and scenario-based activities allow pupils to practise communication skills, such as saying "no" to unwanted physical contact.

Digital Tools and Assistive Technology

Platforms will allow pupils to record responses verbally or visually, bypassing literacy challenges.

- Visual scheduling tools help pupils anticipate lesson structure, reducing anxiety.

Safe Spaces for Discussions

- Teachers establish clear **ground rules** for respectful discussions, ensuring all pupils feel comfortable sharing or asking questions.
- Anonymous question boxes allow pupils to seek clarification on sensitive topics without fear.

4.3 Supporting Pupils with Communication Needs

For pupils with communication difficulties, AWS provides:

- Visual Communication Aids (PECS cards, Makaton signs) to support understanding.

- Alternative communication methods, such as voice-recording devices or facilitated discussions.
- Regular opportunities for non-verbal pupils to engage in practical learning activities, such as hygiene routines.

4.4 Managing Emotional and Social Challenges

Many SEND pupils experience heightened anxiety, frustration, or emotional challenges when discussing sensitive topics. AWS supports pupils by:

- Providing **predictable lesson structures** to reduce uncertainty.
- Offering emotional regulation strategies, such as breathing exercises or time-out spaces.
- Assigning **trusted adults** whom pupils can approach for reassurance or support.

4.5 Individualised Education Plans

Where needed, RSE content is adapted into personalised learning plans (IEPs) that reflect:

- Pupils' developmental stage and cognitive ability.
- Specific areas of need (e.g., understanding boundaries, hygiene practices, recognising emotions).
- Targets for developing social skills, independence, and self-esteem.

4.6 External Expertise and Collaboration

AWS works closely with external agencies to support RSE delivery, including:

- School nurses for puberty and hygiene education.
- Child protection specialists for safeguarding workshops.
- Speech and language therapists to enhance communication strategies.

5. Curriculum Content and Progression

The Relationships and Sex Education (RSE) curriculum at **Adventure Wellbeing School** is carefully structured to ensure that pupils develop a clear, age- and stage-appropriate understanding of relationships, health, and human development. Given the additional needs of our SEND learners, we emphasise:

- **Incremental Learning:** Concepts are introduced progressively, building on prior knowledge.
- **Differentiated Delivery:** Content is tailored to pupils' emotional and cognitive maturity.
- **Practical Reinforcement:** Learning is supported with visuals, role play, stories, and real-life scenarios.

5.1 Overview of RSE Curriculum

The AWS RSE curriculum aligns with guidance from the guidance of statutory Relationships Education and Health Education while incorporating non-statutory sex education in **Years 5 and 6**. Content is adapted using resources like **visual aids, social stories, concept cartoons**, and scaffolded discussions to suit SEND learners.

Key areas of focus across all year groups include:

1. **Families and People Who Care for Me**
2. **Caring Friendships**
3. **Respectful Relationships**
4. **Online Safety and Digital Relationships**
5. **Being Safe**
6. **Health and Puberty Education**
7. **Non-Statutory Sex Education (Years 5-6 only).**

5.2 Year-By-Year Curriculum Breakdown

The following outlines the progression of RSE teaching from **Reception to Year 6**, with specific learning outcomes and strategies for SEND inclusivity.

Reception

Focus Areas: Healthy relationships, personal space, and emotions.

| Content | Outcomes | SEND Strategies |
|---------|----------|-----------------|
|---------|----------|-----------------|

| | | |
|--|---|--|
| Understanding friendship and kindness. | Pupils know that friends make us happy. | Use visual aids like pictures of friends smiling or hugging. |
| Recognising feelings: happy, sad, angry. | Pupils can name basic emotions. | Use emotion cards to help pupils identify and express how they feel. |
| Personal space and body boundaries. | Pupils understand that personal space is important. | Role play “saying no” and identifying safe, trusted adults who can help. |
| Families are people who care for us. | Pupils recognise the diversity of families. | Use stories with diverse family representations to teach respect and inclusion. |

Activities: Emotion sorting games, storytime (e.g., “The Family Book” by Todd Parr), puppet role plays.

Year 1

Focus Areas: Friendships, boundaries, and identifying trusted adults.

| Content | Outcomes | SEND Strategies |
|--|--|---|
| What makes a good friend? | Pupils understand friendship skills. | Use concept cartoons with scenarios to teach turn-taking, kindness, and listening. |
| Safe and unsafe touch. | Pupils identify unwanted touch and say “no.” | Use PECS cards or visuals to help pupils communicate boundaries and responses. |
| Naming private body parts with correct vocabulary. | Pupils know the anatomical terms for body parts. | Introduce picture resources to teach correct terminology (age-appropriate diagrams). |
| Trusted adults at home and school. | Pupils know who to turn to for help. | Create a trusted adult chart in class and role-play asking for help. |

Activities: “Safe and Unsafe Touch” sorting activity, matching names to body diagrams, teacher-facilitated discussions.

Year 2

Focus Areas: Families, trust, secrets, and boundaries.

| Content | Outcomes | SEND Strategies |
|---|--|--|
| Different types of families. | Pupils recognise diverse family structures. | Use storytelling with characters from varied family backgrounds. |
| Good and worry secrets. | Pupils understand when to share a secret. | Role play “good secret” (surprise party) vs. “worry secret” (unsafe behaviour). |
| Understanding trust and recognising unsafe behaviour. | Pupils can identify trusted adults. | Use scenarios to explore what unsafe behaviour looks like (e.g., bullying). |
| Physical differences between boys’ and girls’ bodies. | Pupils know boys’ and girls’ bodies are different. | Use simple, labelled diagrams to teach physical differences. |

Activities: “My Family Tree” craft project, “Circle Time” trust discussions, storytelling (e.g., “My Body Belongs to Me”).

Year 3

Focus Areas: Friendships, online safety, and basic puberty awareness.

| Content | Outcomes | SEND Strategies |
|---|--|---|
| Qualities of healthy friendships. | Pupils understand mutual respect and kindness. | Use social stories with clear examples of positive friendships. |
| Online friendships and staying safe online. | Pupils can identify online risks. | Introduce digital safety visuals with “dos and don’ts” for online communication. |
| Fundamental changes to the body during puberty. | Pupils understand that bodies change as we grow. | Use visual timelines showing gradual changes (e.g., height, growth of hair). |
| Asking for help when feeling unsafe. | Pupils know how to seek support. | Use role play to practise asking for help from trusted adults in different scenarios. |

Activities: Digital safety posters, “Friendship Tree” (qualities of good friends), puberty discussion circles.

Year 4

Focus Areas: Puberty, managing emotions, and personal boundaries.

| Content | Outcomes | SEND Strategies |
|--|---|---|
| Physical and emotional changes during puberty. | Pupils understand what puberty means. | Use visual diagrams and multisensory activities (e.g., tactile “changes to body” cards). |
| Managing emotions linked to puberty. | Pupils identify and express emotions. | Use emotion boards for pupils to match feelings to situations. |
| Saying “no” and reinforcing personal boundaries. | Pupils can communicate when they feel unsafe. | Practise role-play scenarios for asserting boundaries and seeking help. |

Activities: Puberty question box, “Puberty Changes” matching activities, class discussions on emotions.

Year 5

Focus Areas: Puberty, conception, and emotional health.

| Content | Outcomes | SEND Strategies |
|---|--|---|
| How a baby is conceived and born (non-statutory). | Pupils understand reproduction. | Use age-appropriate videos and diagrams to teach conception with care. |
| Emotional changes during puberty. | Pupils can manage changing emotions. | Introduce coping strategies through practical tasks (breathing exercises, journaling). |
| Staying safe online and recognising risks. | Pupils identify unsafe digital situations. | Use scenario cards to practise identifying and responding to online risks. |

Activities: Conception discussions (with opt-out option), “Feelings Diary,” online safety scenario challenges.

Year 6

Focus Areas: Puberty, relationships, and transition to secondary school.

| Content | Outcomes | SEND Strategies |
|---|--|---|
| Understanding relationships and emotional well-being. | Pupils value respectful relationships. | Use role play and stories to model healthy friendships and peer relationships. |

| | | |
|--|--------------------------------------|--|
| How a baby develops during pregnancy. | Pupils understand human development. | Use visual timelines and videos to show fetal growth (non-statutory content). |
| Recognising peer pressure and making safe decisions. | Pupils can resist peer pressure. | Practise role-play scenarios with assertive communication strategies. |

Activities: Transition to secondary school booklet, fetal development timeline, group discussion circles.

6. Implementation Strategies

At Adventure Wellbeing School, we prioritise a thoughtful and tailored approach to delivering Relationships and Sex Education (RSE). As an SEND-focused school, we understand that pupils have unique needs and require carefully adapted teaching strategies to engage meaningfully with the content.

6.1 Teaching and Learning Methods

RSE is delivered through a **whole-school approach** that integrates lessons into **PSHE, science, circle time, assemblies**, and bespoke individual support sessions where required. Strategies include:

Differentiated Instruction

- Lessons are adapted to pupils' individual cognitive, emotional, and social needs.
- Teachers use scaffolding to break complex concepts into smaller, manageable parts.
- Pupils are provided with visual, written, and verbal prompts to support understanding.

Multisensory Learning

- Visual resources: **diagrams, videos, and concept cartoons** explain relationships, puberty, and safety topics.
- Tactile tools: Using anatomical models and hands-on activities to reinforce human development content.
- Audio methods: Stories, voice recordings, and role play for non-readers or pupils with communication challenges.

Social Stories and Role Play

- Social stories are used to help pupils understand social cues, personal boundaries, and appropriate behaviours.
- Role play allows pupils to practise real-life scenarios, such as saying "no" to unwanted physical contact or reporting unsafe situations.

Repetition and Recall

- Key learning points are revisited frequently to ensure retention.
- Teachers use **learning journals** or reflection logs for pupils to record their understanding and progress.

Interactive Question Boxes

- Pupils can anonymously submit questions they have about RSE content.
- Teachers address these questions age-appropriate and sensitively, ensuring pupils feel comfortable seeking information.

Peer Group Learning

- Group discussions and collaborative tasks provide peer support and shared learning opportunities.
- Pupils practise social skills, such as listening, respecting differences, and managing conflicts.

Practical Life Skills

- Pupils learn practical skills, such as hygiene routines, emotional regulation strategies, and understanding changes during puberty.

6.2 Creating a Safe Learning Environment

To ensure pupils feel safe, valued, and supported during RSE lessons, teachers establish **ground rules** in consultation with pupils:

- Respect for others' opinions and experiences.
- No personal questions or sharing of private information.
- Use of age-appropriate and anatomically correct language.
- A commitment to listening politely and being kind.

Strategies for Emotional Safety:

- Teachers begin each session by reminding pupils of the class ground rules.

- Pupils are reassured that it is okay to "opt-out" of discussions or step out of the lesson if they feel overwhelmed.
- Pupils are encouraged to privately share concerns with trusted adults or pastoral staff.

6.3 Staff Training and Support

AWS recognises the importance of equipping staff with the skills and confidence to deliver RSE effectively and inclusively. To achieve this:

- All teachers and support staff receive **annual RSE training** as part of their Continuing Professional Development (CPD).
- Training includes:
 - Delivering age- and SEND-appropriate RSE content.
 - Managing sensitive topics and pupil questions.
 - Recognising and addressing safeguarding concerns during lessons.
- External professionals, such as school nurses, safeguarding officers, and PSHE experts, provide additional training and resources.

Teachers are supported through ongoing **collaborative planning** and access to high-quality RSE resources, including materials designed explicitly for SEND learners.

6.4 Use of External Agencies

AWS collaborates with external agencies to enhance RSE delivery and provide expert input. These agencies include:

- **School Nurses:** Delivering sessions on hygiene, puberty, and health.
- **Child Protection Specialists:** Safeguarding workshops and talks.
- **Counsellors or Therapists:** Supporting emotional health and wellbeing.

External visitors are vetted to ensure their sessions align with the school's RSE policy, safeguarding requirements, and values. Teachers remain present during all external sessions.

6.5 Monitoring and Evaluation of RSE Delivery

To ensure the effectiveness of RSE teaching, AWS implements the following:

- **Lesson Observations:** Conducted by the Senior Leadership Team (SLT) to monitor lesson quality and pupil engagement.
- **Pupil Feedback:** Teachers gather feedback through discussions, reflection journals, and anonymous surveys to evaluate pupils' understanding and experiences.
- **Parent Feedback:** Regular opportunities are provided for parents to review RSE content and resources.
- **Staff Reflection:** Teachers evaluate the impact of lessons and adapt planning based on pupil needs and progress.

Findings are used to improve future delivery, ensuring RSE remains engaging, relevant, and accessible for all learners.

7. Safeguarding and Confidentiality

At Adventure Wellbeing School, safeguarding is a core principle of our RSE delivery. We ensure that:

- All RSE content aligns with the **Child Protection and Safeguarding Policy**.
- Lessons promote pupil safety, including teaching how to recognise and report unsafe situations.

7.1 Safeguarding in RSE

RSE lessons include age- and ability-appropriate discussions on safeguarding topics, such as:

- Recognising inappropriate behaviours, including **unsafe touch, grooming, and exploitation**.
- Understanding the importance of **consent** and saying "no" when feeling uncomfortable.
- Staying safe online, including identifying risks, reporting concerns, and protecting personal information.

Teachers are trained to handle safeguarding disclosures sensitively and appropriately. If a pupil makes a disclosure, staff will:

1. Listen calmly and reassure the pupil.

2. Follow the school's safeguarding procedures and report concerns to the **Designated Safeguarding Lead (DSL)** immediately.
3. Work with the pupil and their family, as appropriate, to ensure continued support.

7.2 Maintaining Confidentiality

While teachers create a safe environment for open discussions, pupils are made aware that absolute confidentiality cannot be guaranteed. Safeguarding takes priority, and any concerns will be reported to the DSL.

Anonymous Questions:

To encourage openness, pupils can submit questions anonymously. Teachers address these questions carefully, ensuring answers are:

- Age-appropriate.
- Clear, factual, and sensitive.
- Inclusive of SEND learning needs.

Parental Involvement:

Parents are informed in advance about sensitive RSE topics and are encouraged to discuss these themes at home. Where safeguarding concerns arise, AWS collaborates with families and external support agencies to ensure pupils' safety and well-being.

7.3 Supporting Pupils' Emotional Needs

Some RSE topics, such as puberty, relationships, or online safety, may evoke strong emotions in pupils. To support them:

- Teachers adopt a **trauma-informed approach**, ensuring pupils feel safe and validated.
- Pupils can access **trusted adults** or the school's pastoral team to share feelings or concerns.
- Emotional regulation tools, such as **calm corners** or breathing exercises, are used to help pupils manage feelings during lessons.

8. Roles and Responsibilities

The successful implementation of the RSE policy at **Adventure Wellbeing School (AWS)** relies on the collaborative effort of school leaders, staff, parents, pupils, and external stakeholders. Below, the specific responsibilities of each group are outlined to ensure clarity, accountability, and alignment with our ethos and statutory obligations.

8.1 The Proprietary Body

The Proprietary Body has overall responsibility for:

- Ensuring the RSE policy meets statutory requirements as set out in the **Education Act**, the **Children and Social Work Act**, and **DfE statutory guidance**.
- Monitoring the policy's implementation to ensure it is effective, inclusive, and reflective of AWS's ethos.
- Review the RSE policy annually to incorporate feedback from staff, parents, and pupils.
- Ensuring the policy complies with safeguarding and equality obligations under the **Equality Act**.
- Addressing any concerns raised by parents or staff regarding the policy or its delivery.

8.2 The Headteacher

The Headteacher holds operational responsibility for implementing the RSE policy and ensuring it is delivered consistently across the school. This includes:

- Ensuring staff are adequately trained and supported to deliver RSE effectively.
- Monitoring the quality of RSE teaching through lesson observations, planning reviews, and feedback.
- Ensuring all RSE content is age- and stage-appropriate, sensitive to pupils' SEND needs, and compliant with statutory requirements.
- Managing parental concerns and requests for withdrawal from non-statutory sex education.
- Providing opportunities for parents to engage with and review RSE content and resources.
- Ensuring appropriate external agencies are vetted and used effectively to enhance RSE delivery.

8.3 RSE Subject Lead

The RSE Subject Lead is responsible for overseeing the planning, delivery, and evaluation of the RSE curriculum. Key responsibilities include:

- Developing a comprehensive and inclusive RSE scheme of work that aligns with statutory guidance and SEND best practices.
- Supporting staff in adapting RSE lessons to meet the needs of individual pupils.
- Providing staff with up-to-date resources, lesson materials, and CPD opportunities to enhance their skills and confidence.
- Monitoring pupil progress through assessments, feedback, and reflective journals.
- Gathering feedback from pupils, parents, and staff to ensure the curriculum remains relevant and impactful.
- Working with the safeguarding team to ensure RSE content reinforces the school's safeguarding priorities.

8.4 Teaching and Support Staff

All teaching and support staff at AWS play a vital role in delivering high-quality, inclusive RSE. Staff responsibilities include:

- Delivering RSE content in a sensitive, respectful, and inclusive manner.
- Adapting lessons to reflect pupils' developmental stages, cognitive abilities, and emotional needs.
- Creating a safe, supportive, and non-judgmental environment for pupils to ask questions and share concerns.
- Identify and address any safeguarding concerns that arise during RSE lessons, following the **Child Protection and Safeguarding Policy**.
- Providing clear and factual answers to pupil questions, using age-appropriate and anatomically correct language.
- Modelling respectful relationships, positive attitudes, and inclusive language at all times.
- Collaborating with external agencies and specialists to enhance RSE delivery where appropriate.

8.5 Parents and Carers

At AWS, we recognise the fundamental role that parents and carers play in supporting their children's understanding of relationships and health. To foster a collaborative approach, parents are responsible for:

- Engaging with the school's RSE policy and curriculum, ensuring they understand its objectives and content.
- Discussing RSE topics at home to reinforce learning and provide further support.
- Communicating concerns or requests for withdrawal from non-statutory sex education respectfully and promptly.
- Trusting the school's professional judgment in delivering RSE in a way that supports pupils' development, safety, and wellbeing.

AWS remains committed to building strong relationships with parents to ensure transparency, mutual respect, and shared responsibility for pupils' education.

8.6 Pupils

Pupils at AWS are encouraged to:

- Engage positively in RSE lessons, respecting others' opinions, beliefs, and experiences.
- Ask questions to develop their understanding of relationships, health, and personal safety.
- Reflect on their learning and consider how it applies to their own experiences.
- Use appropriate language when discussing RSE topics, as modelled by staff.
- Speak to a trusted adult if they feel worried, unsafe, or overwhelmed by the content of RSE lessons.

By fostering a positive learning environment, AWS empowers pupils to develop confidence, self-awareness, and respectful attitudes towards others.

9. Parental Engagement and Right to Withdraw

At Adventure Wellbeing School, we believe that parents and carers are the primary educators of their children. We are committed to working in partnership with families to deliver an RSE curriculum that supports pupils' safety, development, and well-being.

9.1 Parental Engagement

To ensure transparency and collaboration, AWS takes the following steps to engage parents:

- **Information Sharing:** Parents are provided with clear, detailed information about the RSE curriculum, including topics covered, teaching methods, and resources used.
- **Open Communication:** Parents are encouraged to discuss any questions or concerns with the RSE Lead or headteacher.
- **Resource Review:** Parents can request to view the resources, materials, and lesson plans used in RSE delivery.
- **Feedback Opportunities:** Parents' views and feedback are gathered annually through surveys and meetings to inform future updates to the RSE policy and curriculum.

AWS recognises the importance of open and respectful dialogue with parents to ensure a shared understanding of how RSE contributes to pupils' overall development.

9.2 Right to Withdraw

Under the **DfE statutory guidance:**

- Parents **do not have the right** to withdraw their child from statutory **Relationships Education** or **Health Education**, as these are essential to safeguarding and wellbeing.
- Parents **do have the right** to withdraw their child from non-statutory elements of **sex education** delivered outside the science curriculum.

Process for Withdrawing from Non-Statutory Sex Education:

1. Parents must submit a written request to the headteacher, specifying which elements of sex education they wish to withdraw their child from.
2. The headteacher will meet with the parents to discuss the request, address any concerns, and explain the benefits of the sex education programme.
3. If parents still wish to withdraw their child, alternative learning will be provided in a way that does not stigmatise the pupil.
4. The school will keep a written record of all withdrawal requests and the outcomes of discussions.

9.3 Supporting Pupils Who Are Withdrawn

Pupils who are withdrawn from non-statutory sex education will receive alternative, meaningful activities during these sessions. Staff will ensure that these pupils do not feel isolated or excluded.

AWS strongly encourages parents to consider the benefits of the full RSE curriculum, as it equips pupils with the knowledge, skills, and confidence to stay safe, make informed decisions, and thrive in a modern society.

10. Assessment and Monitoring

At Adventure Wellbeing School, we ensure that Relationships and Sex Education (RSE) is consistently monitored, evaluated, and improved to meet the needs of all pupils, including those with SEND. Assessment in RSE focuses on understanding, engagement, and the development of skills rather than formal testing.

10.1 Assessment of Pupil Progress

Assessment in RSE measures pupils' knowledge, emotional understanding, and ability to apply what they have learned. It is carried out in a supportive, non-judgmental way, ensuring pupils feel comfortable and confident engaging.

Methods of Assessment Include:

Observations:

- Teachers observe pupils' engagement, contributions to discussions, and their ability to follow and apply key concepts, such as identifying trusted adults or practising respectful interactions.

Pupil Work and Responses:

- Evidence is gathered through worksheets, diagrams, role-play activities, and recorded verbal or digital responses.
- **Learning Journals** provide a reflective space for pupils to record what they have learned and express their feelings.

Questioning and Discussion:

- Teachers use **open-ended questions** to gauge pupils' understanding of topics like consent, healthy friendships, and personal safety.
- Circle time discussions allow pupils to share their thoughts in a safe, inclusive space.

Self-Assessment:

- Pupils are encouraged to reflect on their learning using tailored resources, such as emotion boards, visual prompts, and sentence starters to scaffold self-evaluation.

Group Activities:

- Teachers assess how pupils interact during group tasks, such as role-play, collaborative problem-solving, and scenario-based discussions.

Pupil Voice:

- Feedback is gathered directly from pupils to understand their experiences, highlight areas of success, and identify aspects they may find challenging.

Examples of Assessment Outcomes:

- Pupils can name trusted adults and explain when to seek help.
- Pupils demonstrate an understanding of personal space and boundaries.
- Pupils can articulate how their bodies change during puberty and describe strategies for managing emotions.

10.2 Monitoring the Delivery of RSE

The Senior Leadership Team (SLT) and RSE Lead ensure that RSE is delivered effectively, inclusively, and in line with this policy.

Monitoring Strategies Include:**Lesson Observations and Learning Walks:**

- SLT observes RSE lessons to evaluate teaching quality, accessibility, and pupil engagement.
- Specific focus is placed on the use of **SEND strategies**, such as scaffolding, visual resources, and differentiated activities.

Planning Reviews:

- Teachers submit lesson plans for review to ensure content aligns with the curriculum, statutory requirements, and pupils' individual needs.

Pupil Feedback:

- Pupils' views on RSE lessons are collected through discussions, anonymous feedback forms, and reflection journals.

Staff Feedback:

- Teachers provide feedback on lesson resources, pupil progress, and areas for further training or support.

Parent Feedback:

- Parents are invited to share their views through annual surveys and information sessions.

External Review:

- AWS periodically invites external safeguarding and RSE experts to review delivery, offer feedback, and share best practices.

10.3 Reporting

Findings from assessments and monitoring activities are:

- Reported to the Proprietary Body to ensure accountability and policy compliance.
- Used to inform improvements to the RSE curriculum, teaching methods, and staff training.
- Communicated to parents during annual reviews or consultation meetings to keep them informed of their child's progress.

11. Equalities and Diversity

At Adventure Wellbeing School, we are committed to ensuring that RSE promotes equality, celebrates diversity, and fosters respect for all members of society. This approach aligns with the **Equality Act** and reflects our ethos of inclusion and safeguarding for all pupils, particularly those with SEND.

11.1 Promoting Equality and Challenging Discrimination

AWS ensures that RSE teaching:

- Recognises and values the diverse experiences and backgrounds of pupils, including differences in family structures, cultural beliefs, and identities.
- Provides balanced, factual, and age-appropriate information that is inclusive of all **protected characteristics** (e.g., gender, race, disability, religion, sexual orientation).
- Challenges stereotypes and prejudices by fostering open, respectful discussions and providing positive representations in teaching materials.

Examples of Inclusive Teaching:

- Use of **diverse family stories** to reflect families with same-sex parents, single parents, foster carers, and adoptive families.
- Discussions about gender roles and stereotypes to empower pupils to challenge limiting beliefs.
- Exploring cultural and religious perspectives on relationships and respect in a sensitive, balanced manner.

11.2 Supporting SEND Learners

AWS acknowledges that pupils with SEND may face additional challenges related to relationships, health, and personal development. Our inclusive RSE ensures that:

- All lessons are tailored to pupils' individual needs using differentiated resources and teaching methods.
- Pupils learn strategies for **self-advocacy**, including how to communicate boundaries, seek help, and understand consent.
- Visual supports, social stories, and multisensory approaches are used to help pupils grasp complex or sensitive topics.

Example Adaptations:

- **Emotions and Consent:** Pupils with communication challenges may use PECS cards or Makaton to express feelings and indicate boundaries.
- **Diversity Awareness:** Visual aids, such as books and posters, clearly and positively represent differences in families, cultures, and identities.

11.3 Respecting Cultural and Religious Differences

At AWS, we respect and celebrate our school community's cultural and religious diversity. We ensure that RSE is:

- Delivered sensitively, taking into account the beliefs and values of families.
- Inclusive of all perspectives while upholding statutory safeguarding and equality requirements.
- Communicated transparently to parents, ensuring they feel informed and involved in their child's education.

Balancing Inclusion and Respect:

- Lessons incorporate examples and discussions that reflect diverse cultural traditions and values.
- Teachers are trained to facilitate respectful conversations where pupils feel comfortable sharing their views.

11.4 Addressing Stereotypes and Prejudice

To promote inclusion and tolerance, AWS challenges harmful stereotypes, misconceptions, and prejudices through:

- Open discussions about gender roles, body image, relationships, and identity.
- Teaching pupils about the importance of kindness, empathy, and mutual respect.
- Using diverse role models and representations in teaching materials to counter stereotypes.

Example Activities:

- Exploring stories of individuals who challenge gender or societal norms.

- Role play activities to practise respectful language and behaviour.
- Group tasks where pupils discuss responding to bullying or discriminatory behaviour.

11.5 Celebrating Diversity Across the Curriculum

Diversity and inclusion are embedded throughout the RSE curriculum. Pupils learn to:

- Value their own identities and those of others.
- Recognise that all people are different, but equal.
- Show respect for others, even when beliefs or choices differ from their own.

By celebrating diversity, AWS equips pupils with the knowledge and attitudes they need to navigate relationships and society confidently, respectfully, and safely.

12. Complaints and Concerns

At **Adventure Wellbeing School**, we strive to work in partnership with parents, carers, staff, and pupils to deliver a comprehensive and inclusive RSE curriculum. However, we recognise that there may occasionally be concerns or complaints regarding the content or delivery of RSE lessons.

12.1 Addressing Parental Concerns

AWS is committed to transparency and open communication with parents to resolve concerns promptly and respectfully.

Steps to Address Concerns:

Initial Discussion: Parents or carers are encouraged to contact the child's class teacher or the RSE Lead to discuss their concerns.

Clarification of Content: Teachers and the RSE Lead will provide further information on the curriculum, resources, and methods of delivery.

Support and Resolution:

- Concerns are handled sensitively, with efforts made to explain the statutory requirements and benefits of the RSE curriculum.
- The headteacher may meet with parents to provide reassurance and address concerns in a formal setting.

Formal Complaints: If a parent remains dissatisfied, they may submit a formal complaint following the school's **Complaints Policy**.

All complaints will be addressed in accordance with the school's standard procedures, and parents will be kept informed of outcomes and actions.

12.2 Pupils' Right to Share Concerns

Pupils are encouraged to share any concerns about RSE lessons or content in a safe and supportive way.

- Pupils may approach a trusted adult, class teacher, or pastoral team member.
- Teachers will ensure that pupils' concerns are taken seriously, and appropriate adjustments or support are provided.

13. Policy Monitoring and Review

The **RSE Policy** at Adventure Wellbeing School is a living document that is reviewed annually to ensure it remains relevant, effective, and compliant with statutory requirements.

Monitoring Responsibility:

- Senior Leadership Team (SLT) are responsible for monitoring the policy's implementation and effectiveness.
- The Proprietary Body oversees the review process, ensuring the policy aligns with national guidance and the school's ethos.

Monitoring Methods:

Review of Teaching Practice: Lesson observations, planning audits, and staff feedback inform ongoing improvements to delivery methods.

Pupil Feedback: Regular feedback is gathered through discussions, surveys, and reflective activities to assess pupil engagement and understanding.

Parent Consultation: Annual consultations allow parents to review the policy, curriculum, and resources, providing valuable insights.

External Input: Safeguarding specialists and PSHE professionals provide expert reviews of the policy to ensure it meets best practices.

Review Schedule:

- The RSE Policy will be reviewed annually, with the next review scheduled for September 2026.

- Updates will reflect feedback from pupils, staff, and parents, as well as any changes to statutory guidance or safeguarding priorities.

14. Appendices

Appendix 1: RSE Curriculum Map

Reception to Year 6 Overview

| Year Group | Core Themes | Key Objectives |
|------------------|--|--|
| Reception | Friendships, emotions, personal space, and family diversity. | Pupils identify basic emotions, understand personal space, and recognise trusted adults. |
| Year 1 | Safe and unsafe touch, friendship qualities, and naming body parts. | Pupils can name private body parts and recognise appropriate boundaries. |
| Year 2 | Secrets, trust, family types, and physical differences. | Pupils understand “good” vs. “worry” secrets and begin to explore body differences. |
| Year 3 | Online safety, emotional health, and changes during growth. | Pupils identify risks online and discuss basic changes to the body during puberty. |
| Year 4 | Puberty, managing emotions, and understanding boundaries. | Pupils understand emotional and physical puberty changes and practise expressing boundaries. |
| Year 5 | Puberty, reproduction (non-statutory), and online risks. | Pupils learn about human reproduction and explore strategies for managing online peer pressure. |
| Year 6 | Relationships, peer pressure, fetal development, and transition to secondary school. | Pupils understand respectful relationships, pregnancy stages, and how to navigate social and emotional challenges. |

Appendix 2: Request to Withdraw from Non-Statutory Sex Education

Parental Withdrawal Form

Dear Parents/Carers,

I hope this letter finds you well. I am writing to inform you that during this term, we will deliver our **Relationships and Sex Education (RSE)** programme across all year groups at Adventure Wellbeing School (AWS). As part of our **PSHE curriculum**, this will take place as follows:

- **Summer 1:** Focus on **Relationships Education**.
- **Summer 2:** Focus on **Sex and Health Education**.

We believe that high-quality RSE is essential to supporting our pupils' emotional, physical, and social development. It equips them with the knowledge and skills they need to understand themselves, form positive relationships, and stay safe online and offline. As an SEND school, we ensure that all teaching is differentiated and delivered in a safe, supportive, and inclusive environment tailored to meet your child's individual needs.

What We Use to Deliver RSE

We use a carefully planned and structured curriculum that meets statutory requirements and aligns with the **SEND Code of Practice**. All content is:

- **Age-appropriate** and sensitive to the developmental stage of each pupil.
- Delivered by your child's class teacher, ensuring familiarity and trust.
- Designed to build confidence, understanding, and safety.

Parental Consultation and Involvement

We value your input and feedback on the RSE programme at AWS. Therefore, we are inviting all parents and carers to share any comments, questions, or suggestions you may have through our **RSE Consultation Form**. This form will remain open until **[Insert Date]**.

In addition, we encourage you to discuss any concerns directly with your child's class teacher or myself. We are happy to answer your questions and provide further information about the RSE curriculum and resources used.

Parental Right to Withdraw

While **Relationships Education** and **Health Education** are statutory and cannot be opted out of, parents/carers have the right to withdraw their child from **non-statutory sex education**. If you are considering this, we encourage you to contact us to discuss your concerns so we can provide clarity on what will be taught and how it will benefit your child.

If you still wish to withdraw your child, please complete the withdrawal section on the consultation form. Alternative, meaningful learning activities will be provided during these sessions.

Supporting Pupils at Home

We are committed to working with parents to support pupils' understanding of RSE topics. To assist with this, we have included information and resources on the school website, which outline what will be covered at each stage.

Should you require further guidance, please do not hesitate to contact us.

Thank you for your continued support in ensuring that all Adventure Wellbeing School pupils receive a comprehensive, safe, and inclusive education that prepares them for life.

Kind regards,

Miss Doyle

Head of School

head@awschools.com

Appendix 3: Overview of the RSE curriculum at Adventure Wellbeing School broken down by Year Group

| | Summer 1 - Relationships Education | Summer 2 - Sex & Health Education |
|------------|--|--|
| Reception | <p>Know some of the characteristics of healthy and safe friendships. Know that friends sometimes fall out.</p> <p>Know some ways to mend a friendship.</p> <p>Know that unkind words can never be taken back, and they can hurt.</p> | <p>Know that we grow from baby to adult. Know who to talk to if they are feeling worried.</p> <p>Recognise that changing class can elicit happy and/or sad emotions.</p> <p>They can say how they feel about changing class or growing up and identify how they have changed since they were babies.</p> |
| Year One | <p>Know that families are founded on belonging, love and care.</p> <p>Know that physical contact can be used as a greeting.</p> <p>Know how to make a friend.</p> <p>Know who to ask for help in the school community.</p> <p>Can identify forms of physical contact they prefer.</p> <p>Can say no when they receive a touch they don't like.</p> | <p>Know the names of male and female private body parts.</p> <p>Know that there are correct names for private body parts and nicknames and when to use them.</p> <p>Know which parts of the body are private, that they belong to that person, and that nobody has the right to hurt them.</p> |
| Year Two | <p>Know that there are many forms of physical contact within a family. Know how to stop if someone is hurting you.</p> <p>Know that there are good secrets and worry secrets and why it is important to share worry secrets. Know what trust is.</p> <p>Can recognise and talk about the types of physical contact that are acceptable or unacceptable.</p> <p>Can identify the negative feelings associated with keeping a worry secret.</p> | <p>Know the physical differences between male and female bodies.</p> <p>Know that private body parts are special and that no one has the right to hurt them.</p> <p>They can say who they would go to for help if they are worried or scared. They can confidently ask someone to stop if they are hurt or frightened.</p> |
| Year Three | <p>Know some of the skills of friendship, e.g. taking turns and being a good listener.</p> <p>They should know some strategies for keeping themselves safe online and that they and all children have rights (UNCRC).</p> <p>Know how to access help if they are concerned about anything on social media or the internet.</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.</p> | <p>Know that the male and female bodies need to change at puberty so that they can make babies when they are adults.</p> <p>Know some of the inside & outside body changes that happen during puberty.</p> <p>Can express how they feel about puberty.</p> <p>Can say who they can talk to about puberty if they have any worries.</p> |

| | | |
|-----------|--|---|
| Year Four | <p>Know some reasons why people feel jealous.</p> <p>Know that loss is a normal part of relationships.</p> <p>Know that negative feelings are a normal part of loss.</p> <p>Sometimes, it is better for a friendship or relationship to end if it is causing negative feelings or is unsafe.</p> | <p>Know that personal characteristics are inherited from birth parents, and this is brought about by an ovum joining with a sperm.</p> <p>Know that babies are made by a sperm joining with an ovum.</p> <p>Know the names of the different internal and external body parts that are needed to make a baby.</p> <p>Know how the female and male body change at puberty.</p> <p>Can express any concerns they have about puberty.</p> |
| Year Five | <p>Know that there are rights and responsibilities in an online community or social network.</p> <p>Know that there are rights and responsibilities when playing a game online.</p> <p>Know that too much screen time isn't healthy.</p> <p>Know how to stay safe when using technology to communicate with friends.</p> <p>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe.</p> <p>Can say how to report unsafe online/social network activity.</p> <p>Can identify when an online game is safe or unsafe.</p> | <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</p> <p>Know that sexual intercourse can lead to conception.</p> <p>Know that some people need help to conceive and might use IVF.</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility.</p> <p>Can celebrate what they like about their own and others' self-image and body image.</p> <p>Suggest ways to boost and others' self-esteem, recognise that puberty is a natural process that happens to everybody, and ensure that it will be OK for them.</p> |