



Helping people living in extraordinary circumstances to live ordinary lives

Kingsley Learning Foundation Trust

Relationships and Sex Education (RSE) Policy

Chairperson's signature: *D. Withers*
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1. Aims

At KLF Trust schools, we want our pupils to develop key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. Further understanding of health (including drugs and alcohol) and intimate relationships will be offered to support our secondary pupils. The RSE curriculum, alongside our PSHE expectations, should enable pupils to become healthier, more independent and more responsible members of the wider community, offering skills to live in our diverse and multicultural society. Pupils are encouraged to play a positive role in contributing to the life of the school and the wider community, and to recognise their rights and responsibilities within these settings. At KLF Trust schools, we strive to provide differentiated, adapted teaching that reflects our pupils' understanding, ensuring that learning is reflective of their needs.

The aims of relationships and sex education is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide strategies to use if they are worried about any relationship/sexual matters and provide strategies to keep themselves safe
- Help pupils to support their mental health
- Help pupils deal with their own individualised sexual behaviours.

The principle aim of this policy is to ensure the right provision is in place so that pupils may have the knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy, we also aim to raise pupils' self-esteem and confidence, and develop their communication and assertiveness skills, enabling them to know how to keep themselves safe if challenged by their peers and whilst using social media.

2. Statutory requirements

At KLF Trust schools, we teach RSE with regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996 and the DfE document *“Relationships Education, Relationships and Sex Education (RSE) and Health Education”* (2019 – updated Sept 21).

As per section 34 of the [Children and Social work act 2017](#) we must provide relationship education to all pupils.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar, including requirements to teach science which would include the identity of main body parts, the human body as it grows from birth to old age (including puberty) and reproduction education as contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy is reviewed by senior leaders across the KLF Trust and the RSE coordinator(s), and guardians are consulted annually to discuss its contents and relevance in accordance with each cohort. It is the responsibility of the Head teacher and subject co-ordinator(s) to ensure that the policy is readily available for sharing, implemented effectively, regularly monitored, and reported to Governors as required. The policy will be updated annually in response to guardian consultation or if a change to statutory guidance is recommended.

4. Implementation and curriculum

All pupils follow a programme that is stage (as opposed to age) appropriate as we recognise that our pupils are not always working at an age-appropriate level. Our RSE programme follows DfE Guidance, embedded within the PSHE Association Planning Framework for PSHE (SEND).

Primary pupils:

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Keeping safe
- Physical, mental health and well-being.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Protective behaviours
- The life cycle of humans.

Secondary pupils:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Keeping safe
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster guardians amongst other structures) along with reflecting sensitively that some pupils may have a different structure of support around them (for example: looked after children or young carers).

Throughout the year, RSE is embedded in daily practice and identified lessons. Secondary pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Identified individuals may be supported with Personal Intervention Programmes to develop their understanding (by the family support team and in partnership with guardians), if required.

Sessions are usually delivered in mixed-gender groups. However, there may be occasions where single-gender groups are more appropriate.

Our curriculum aims to explore attitudes, values and beliefs and to develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

Biological aspects of RSE education will be taught within the science curriculum and other aspects are included in Religious Education (RE).

The Trust recognises our pupils may experience significant challenges in making positive relationships due to their special educational needs. These challenges may impact more on our pupils as they reach puberty and form intimate relationships. Staff understand that pupils may need a more personalised approach, with resources reflective of the pupils needs.

Staff ensure RSE is available for all individuals, using resources appropriate to pupils needs.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will also be discussed if appropriate, focusing on what is and what isn't acceptable or expected language. Identified Trust-wide symbols will support terminology to offer access to those who need further communicative support.

Dealing with difficult questions

There may be times when staff are faced with difficult questions in class that they may feel uncomfortable or ill-equipped to answer. In this case, they may want to put the question aside and seek advice from other professionals to ensure an accurate and appropriate response.

5. Roles and responsibilities

The Governing Board

The Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher and Senior Leaders

The Headteacher and Senior Leaders will:

- Ensure the school policy is reviewed annually and, as necessary, developed in accordance with statutory guidance. The policy is crafted in consultation with pupil families, guardians, pupils, and staff to ensure it meets the needs of the whole school community.
- Ensure that all staff receive regular, ongoing training on RSE and on how to deliver lessons on these topics.
- Ensure that all staff are updated on school policy changes and are familiar with the school's policy and guidance regarding sex education.
- Support staff members who feel uncomfortable or unprepared to deliver relationship and sex education to pupils. This may be due to not feeling appropriately trained or having aspects of the curriculum that conflict with their religious or cultural beliefs.
- Ensure that relationship and sex education is age-appropriate and relevant to the needs of the pupils, meaning that the RSE curriculum is representative of each individual within the school as required.
- Ensure that the knowledge and information regarding RSE, to which all pupils are entitled, is delivered comprehensively.
- Encourage parental involvement in developing the RSE curriculum.
- Ensure that their personal beliefs and attitudes do not hinder their ability to provide a balanced RSE in school.
- Facilitate open communication with staff, guardians, and the Governing Body to ensure that everyone understands the school policy and curriculum for relationship and sex education and that any concerns or opinions regarding the school's provision are acknowledged, considered, and acted upon as necessary. We aim to provide sex education at home to complement what the school offers, and this should be communicated to guardians, with additional support provided where necessary or requested.
- The Headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE.

RSE Coordinator(s)

The RSE Coordinator(s) will:

- Collaborate with the Headteacher and Senior Leaders to regularly assess the RSE policy, noting any legal requirements, adapting as necessary, and ensuring that all staff and families are informed of these adjustments.
- Provide ample training for staff so they can effectively teach RSE and address any issues with sensitivity and care.
- Identify essential areas for improvement, staff training needs, and the resources needed to enhance learning and teaching.
- Assist the Headteacher and Senior Leaders by observing lessons through long-term, medium-term, and short-term planning, participating in learning walks, examining work, and conducting focused lesson observations.

Staff

Staff will:

- Ensure they are up-to-date with the school's RSE policy and curriculum. Any areas they feel are not covered or inadequately provided for should be reported back to the RSE Coordinator for action.
- Attend and engage in professional development training around RSE provision.
- Encourage pupils to communicate concerns in confidence, listen to their needs and support them as needed. If a pupil comes to a member of staff with an issue that the member of staff feels they cannot deal with without support, they should take this concern to their department leader or a

senior leader.

- Provide feedback to the RSE coordinator and senior leaders on their experience of teaching RSE and impact on pupils.
- Ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school (for those whose culture or religion impacts their ability to teach parts of RSE, please speak to a member of the senior leadership team).
- Differentiate lessons to suit individuals within the class across all stages of learning, teaching RSE in line with the current needs of each pupil. Teaching RSE is sensitive to the needs of all pupils.

Pupils

Pupils are encouraged to fully participate in RSE, approaching discussions on related topics with respect and empathy towards others.

Guardians

Schools anticipate that guardians will jointly participate in relationship and sex education tailored to their children or young people's needs. We encourage families to create an open home environment in which their children or young person can engage, discuss, and continue to learn about matters raised in RSE. Guardians are encouraged and welcomed to seek additional support from the school if they feel this is needed.

6. Parents' right to withdraw

Primary:

As RSE is now compulsory in all schools, parents do not have the right to withdraw their children from Relationship Education. Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE – requests for withdrawal should be put in writing using the form provided (Appendix 1) and addressed to the Headteacher. .

If staff feel that further learning support is needed for individuals regarding Sex Education, parents will be consulted and offered the opportunity to accept/decline this support.

Secondary:

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE up to and until three terms before the child turns 16. After this point, if the young person wishes to receive sex education rather than being withdrawn, a senior leader will discuss this request with the young person and their parent.

Requests for withdrawal should be made in writing using the provided form (Appendix 1) and addressed to the Headteacher.

A copy of the withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

7. Training

Teaching RSE is supported by training presentations that reflect each module, and, if required, Senior Leaders are always available to support staff who are feeling apprehensive about teaching a subject area. Specific training can be added or highlighted through performance management if required.

The Headteacher, subject co-ordinator(s) or Family Support Team may also invite visitors from outside the school, including the Special School Nursing Team, to provide support and training to staff teaching RSE and to support with parent information sessions. This then ensures continuity both at school and home for our pupils.

8. Safeguarding arrangements

Whilst Teachers conduct RSE lessons in a sensitive manner, and in confidence, if a pupil refers to being involved (or likely to be involved) in sexual activity, the Teacher or member of staff will take the reference seriously and pass it immediately to a DSL (Designated Safeguarding Lead), through the Trust child protection and safeguarding procedures.

Teachers will respond in the same way if a pupil indicates that he/she may have been a victim of abuse.

The DSLs will immediately invoke the school's child protection and safeguarding policy and procedures and act accordingly.

Pupils with special educational needs are often more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned this is the case, they should seek support from a DSL to decide what is in the pupil's best interests.

9. Monitoring arrangements

The pupils' academic and personal needs develop in line with varying societal pressures and economic changes. Our aim is to provide relevant, tailored RSE that meets our pupils' needs, depending on their age and stage of personal development. For this reason, we review the RSE curriculum annually and will inform parents of any revisions to the school policy or RSE curriculum.

The delivery of RSE is monitored by the senior leadership team, alongside the subject co-ordinator(s), through:

- Learning walks
- Book/work scrutiny
- Lesson planning and observations
- Pupil progress and development through internal assessment systems: Priority Now Targets, EHCP Outcomes, and assessment tools
- Feedback from staff, guardians and pupils
- Staff, parent, pupil questionnaires/surveys
- Staff meetings to review, share ideas, and discuss the content of the learning process.

This policy will be reviewed taking into account any recommended changes. At every review, the policy will be reviewed by the Governing Board.

Dear Guardians,

Throughout the year, we will be working on Relationships and Sex Education (RSE), which will include the teaching of

- Sex and relationships
- Puberty and change.

Our programme is carefully tailored to the age, development level and emotional maturity of the pupils concerned. The staff will aim to present the programme objectively, balanced and sensitively. Pupils may be taught in separate gender groups or small groups according to their maturity and understanding.

This letter is to inform you that we will be teaching these concepts, and you may wish to talk to your child before or after the lessons. You are entitled to withdraw your child from RSE's 'non-science' components. If you wish to do so or are unsure of the material we will be using please do not hesitate to contact us to discuss further.

Yours Sincerely,

PSHE/RSE subject lead

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			