

Blossom Lower School and Upper House



RELATIONSHIP AND SEX EDUCATION POLICY

EYFS, Adapted Curriculum, Primary, Secondary, Post 16

Motspur Park | Euston | Wimbledon

**Last reviewed August 2026 by Rachel Middlehurst
Next review due August 2027**

SEX AND RELATIONSHIP EDUCATION POLICY

Definition

Relationships and Sex Education (RSE) is lifelong learning about relationships, emotional and physical health, growing up, human sexuality, sexual health, safety, respect and wellbeing. RSE equips children and young people with the information, skills and values they need to develop safe, healthy and respectful relationships and to navigate the world confidently and safely.

At Blossom House School we aim to ensure that all our pupils are included in relationship and sex education and are able to access the topics within the RSE programme according to their individual abilities. RSE is therefore delivered throughout the curriculum in various contexts, and concepts are often revisited and repeated to *'help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'* (DfE Guidance July 2000).

Blossom House believes that relationship and sex education is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. We believe that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT+ and gender equality, in line with the Equalities Act 2010. The new guidance is compatible with this.

We aim to:

- provide information and support for young people
- encourage young people to make responsible decisions about the relationships they form with others
- explore feelings and attitudes such as love, trust and respect
- encourage positive, caring and responsible attitudes to sexual matters
- develop high self-esteem, positive self image and confidence which are important aspects of decision making behaviour
- to provide knowledge of human reproductive processes
- explore individual's identity and sexuality

Blossom House strives to provide pupils with a safe environment for learning, in terms of academic development, social awareness and wellbeing. All teachers and therapists ensure lessons and sessions do not tolerate or facilitate any discriminatory views, including those considered racial, sexist, homophobic, biphobic or transphobic. If pupils exhibit or demonstrate views or opinions of an offensive or concerning nature, these will be remediated/challenged immediately and reported via Schoolpod. The pupil/s will then be given access to 1:1 SLT or 1:1 discussions with a trusted adult to help broaden their views and reduce this behaviour. This may include referral to one of the school's own RSE mentors. Positive attitudes are supported through assemblies, displays, Group Times and SMSC days etc.

Provision

Relationships education is provided throughout the primary, secondary and post-16 provision of Blossom House School and sex education is provided throughout the secondary and post-16 provision. For this reason, and based on the special educational needs of our pupils, specific topics may be covered at a later date or key stage than specified on a framework for mainstream schools. Before delivering sessions which incorporate RSE, pupils' age, individual needs and social and emotional maturity is taken into account to ensure the sessions are accessible and appropriate for each pupil. RSE is integral to the school's SMSC provision.

Relationship and sex education is firmly embedded throughout the PSHE curriculum and enrichment provision of our school and is most often delivered in these lessons. However, specific aspects of relationship and sex education are delivered in the following subjects as it relates to those subjects:

- Life Skills
- Science

The outline of the RSE topics that will be covered as an integrated part of the PSHE curriculum can be found in the PSHE scheme of work. These topics provide coverage of all RSE learning outcomes, as required by statutory guidance. Owing to the specific setting and individual needs of our students, the curriculum may at times be supplemented and supported by additional work around underpinning concepts which may not be formally stated in the curriculum outline (for example additional work around 'public vs. private'). An outline of RSE topics covered in Secondary and Post-16 is outlined in this document.

RSE mentoring

The school have a number of staff RSE mentors whose role involves supporting and advising children and young adults across the key stages who have speech, language and communication difficulties with their relationship and sex education needs. The role involves individual mentoring, on a referral needs-led basis, group workshops where appropriate and advising to help develop the delivery of the new PSHE and RSE curriculum.

Staff delivering RSE

A variety of staff members are involved in delivering RSE across the school:

- Relationship skills, social skills and emotional literacy is delivered by the speech and language therapists in subjects Life Skills and PSHE.
- RSE is delivered through the PSHE curriculum in a weekly timetabled lesson, co-planned and delivered by a teacher and SLT. In Upper Phase this will be the PSHE Lead and an attached SLT where possible. In Middle Phase, PSHE is delivered by the group leader and attached therapist or teacher.
- RSE workshops are delivered by members of the PSHE team, the group leader and/or attached SLT. The sessions will be delivered in small groups. If additional

individual sessions are needed, the teachers and therapists in this team can provide individual RSE. There are 'question and answer' sessions throughout the year on a needs-led basis.

- There will also be external workshops and talks delivered throughout the year.

Other school policies which have relevance to Relationship and Sex Education are:

- PSHE
- Equal Opportunities
- Behaviour
- Anti-bullying
- Child Protection
- Special Needs
- Drugs education

CONTENT

Relationship and Sex Education provides knowledge and encourages the acquisition of skills and attitudes which allow pupils to manage their lives in a responsible healthy way.

The following topics will be included in the programme:

Key Stage 3 and 4:

In Key stages 3 and 4, students learn about:

- Families, long-term relationships like marriage, parenting and their associated laws
- Respectful relationships, including friendships; trust, stereotypes, bullying, difference; negative behaviour in relationships, including illegal behaviour, and where to find help
- Relationships and sex within the context of the media and online – and most crucially the laws that are there to protect them and others
- Safety in relationships, including what to do if they don't feel safe in a relationship
- Puberty, personal hygiene, menstruation, masturbation
- Conception and pregnancy (biological aspects of human reproduction are also covered as part of the Science curriculum in line with the National Curriculum statutory requirements)
- Intimate and sexual relationships, and sexual health (including contraception, sexually transmitted diseases, pregnancy, making assertive choices around intimate relationships); exploring how the choices individuals make can have a long-term impact
- The protected characteristics in the Equality Act, including sexuality and gender reassignment.

The Social, Ethnic and Religious Mix of the School

Blossom House aims to fulfil the educational needs of as wide a group of children as are represented in the local community. The children come from a varied cross section of the community and represent different social ethnic and religious values, beliefs and customs.

The issues which have been considered in the writing of this policy can be contained under the following broad headings:

- Withdrawal from sex education lessons
- Use of external visitors
- Resources
- Ideas for involving parents and guardians
- Involving members of the local community
- Special educational needs
- Time allocation
- Teacher responsibility
- Training new team members

Values and beliefs

Pupils will be encouraged to consider the importance of the following values, which are derived from the school's value system:

- respect and valuing of themselves and others
- understanding and sensitivity towards the needs and views of others
- responsibility for their own actions

Skills and abilities

Pupils will be helped to develop the following skills:

- communication, including the forming and maintaining of positive relationships
- resolving day-to-day pressures, concerns and conflicts relating to sex and relationships
- decision making
- recognising and using opportunities to develop a healthy lifestyle.

ORGANISATION

a) Co-ordination

Sex and Relationship Education is jointly co-ordinated by the Principal, RSE coordinator and the Science Coordinator who are responsible for the overall planning, implementation and review of the programme.

b) Delivery is through:

- planned aspects within the Science and PSHE curricular and specific sessions throughout the school year.
- addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the Relationship and Sex Education programme and therefore not subject to the parental “right of withdrawal”.
- if pupils have any questions or concerns regarding Relationship and Sex education they have the option to write them down and hand them to an adult of their choice or ask an adult from the PSHE team directly. Issues may be addressed on a 1:1 basis or during group sessions.

c) A variety of **teaching approaches** are used to:

- provide pupils with relevant information
- enable moral issues to be explored through discussion
- acquire appropriate skills

d) **Resources**

A wide range of teaching resources are available to teachers and can be inspected by parents through co-ordinators.

SPECIFIC ISSUES STATEMENTS

The following issues may occur as part of Relationship and Sex Education. Staff, parents and pupils need to be aware of the school's procedures.

Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential and that certain action will ensue if a student makes a disclosure that warrants this. At the same time, pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- on disclosure or suspicion of possible physical abuse, the school's Child Protection procedures will be invoked (see relevant policy)
- on disclosure of pregnancy or request for advice on contraception, the school will always encourage pupils to talk to their parents first. If this takes place, subsequent responsibility lies with the parent(s).

EVALUATION, MONITORING AND REVIEW

Elements of Relationship and Sex Education within the Science curriculum will be monitored and evaluated through the usual systems.

The Relationship and Sex Education programme, both within and alongside the PSHE curriculum, will be monitored annually by the principal in consultation with other key staff.

Parents will have the right to inspect the curriculum and content of the Relationship and Sex Education programme and the policy will be available to parents when their child enters the school.

PARENTS/CARERS RIGHT TO WITHDRAW

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (2019)

The school is committed to working in partnership with parents. Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but cannot withdraw their child from Relationships or Health Education). If a parent/carer wishes to exercise that right, they will be invited to meet with the RSE Team or Principal to discuss the importance of the subject and to offer further help to continue with teaching at home. Separate educational provision will be made for those pupils who are withdrawn from sex education. Parents have a right to request withdrawal of the child from sex education, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. Parents/carers are not permitted to withdraw their child from the Sex Education included in the National Curriculum Science, as this is a statutory subject.

Schools will continue to be required to publish policies on these subjects for parents, and statutory guidance will continue to set out that schools should consult parents on those policies to ensure they are feeding in their views.

Full details of the most current statutory guidance around Relationships, Sex and Health Education can be found here: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/402222/Relationships_and_sex_education_RSE_and_health_education_-_GOV.UK.pdf)

Appendix 1: PSHE scheme of work and provision map document: PSHE Secondary Curriculum topic overview

Appendix 2: Resources

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance DfE (2019)
- Sex and relationship guidance DfE (2000)
- PSHE Association framework

- Primary school (for lower secondary) sex education pack –Healthguide
- BBC sex education video
- Relationships and you www.brook.org.uk
- Asdan PSHE award (sex and relationships)
- Living your life –Ann Croft www.brook.org.uk