



Resicare Alliance

RSE Policy & Scheme of Work

Document Control

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

The Yews School – Relationships and Sex Education (RSE) Policy

1. Rationale

The Yews is a specialist small school supporting learners who follow a semi-formal pathway through the Equals curriculum. Our pupils have a range of additional needs, and many have experienced significant trauma, attachment disruption, or learning differences.

Our RSE curriculum aims to provide pupils with the knowledge, language, and confidence to understand relationships, personal boundaries, and self-identity in a way that is developmentally appropriate, trauma-informed, and inclusive.

We view RSE as a lifelong learning process, not a single subject. Learning is embedded through real-life contexts, consistent language, and repetition, enabling pupils to explore, connect, and apply their understanding safely across environments.

2. Aims

The Yews RSE curriculum seeks to:

- Promote positive self-identity, emotional literacy, and resilience.
- Develop pupils' ability to build and maintain healthy relationships.
- Encourage understanding of consent, respect, and personal boundaries.
- Prepare pupils for changes in their bodies, feelings, and responsibilities as they grow.
- Support pupils in recognising safe and unsafe behaviours.
- Foster an understanding of diversity, equality, and inclusion.
- Ensure learning is accessible and meaningful to each pupil within the semi-formal pathway.

3. Curriculum Delivery and Framework

RSE is delivered through:

- The Equals Semi-Formal Curriculum (Relationships modules)
- The Jigsaw PSHE Programme ("Relationships" and "Changing Me" units)
- Embedded learning within daily routines, pastoral sessions, and therapeutic provision

Delivery reflects pupils' communication styles, sensory profiles, and emotional readiness. Staff use visuals, symbols, social stories, and role-play to ensure understanding.

Learning is structured through three developmental levels:

Level	Description	Example Focus
Explore	Learners experience and recognise key concepts through sensory,	Identifying trusted adults, recognising feelings.

	experiential learning.	
Connect	Learners begin to make links between concepts and experiences.	Understanding privacy, kindness, and differences.
Apply	Learners generalise learning to new contexts and make independent choices.	Demonstrating consent, using safe online behaviour.

4. Key Stage Milestones

Key Stage 3 (Ages 11 - 14)

Focus: Awareness of self, emotions, family, and safety

Themes:

- Me & My Body: Recognising body parts; understanding that “my body belongs to me.”
- Feelings & Friendships: Naming emotions; identifying kind/unhelpful behaviours.
- Families & Relationships: Understanding family diversity and belonging.
- Keeping Safe: Knowing trusted adults; saying “no” to unsafe touch.

Milestone Outcomes (Semi-Formal Pathway):

- Explore: Identify familiar people and basic body awareness.
- Connect: Recognise feelings in self and others.
- Apply: Begin to express when something feels unsafe.

Key Stage 4 (Ages 14 +)

Focus: Developing understanding of changes, respect, and personal space

Themes:

- Growing & Changing: Introduction to puberty and hygiene.
- Friendships & Respect: Managing differences and disagreements.
- Families & Caring: Exploring varied family structures.
- Keeping Safe: Online safety and public vs private behaviours.

Milestone Outcomes:

- Explore: Identify basic changes in self.
- Connect: Recognise respectful vs disrespectful behaviours.
- Apply: Demonstrate understanding of personal boundaries.

Key Stage 5 (Ages 16+)

Focus: Identity, puberty, emotions, consent, and online safety

Themes:

- Puberty & Health: Managing body changes, hygiene routines.
- Relationships: Recognising healthy friendships and early attraction.
- Consent & Boundaries: Understanding yes/no responses and respect.
- Staying Safe: Recognising unsafe online or social situations.

Milestone Outcomes:

- Explore: Identify changes in adolescence.
- Connect: Recognise how behaviour affects relationships.
- Apply: Express personal boundaries and seek help when needed.

Key Stage 5 (Ages 16+)

Focus: Independence, healthy relationships, sexual health awareness, and adulthood preparation

Themes:

- Healthy Relationships: Respect, trust, and mutual consent.
- Sexual Health (as appropriate): Awareness of contraception and STIs.
- Consent & the Law: Understanding rights, responsibilities, and legal age.
- Life Skills & Safety: Managing social media, accessing support services.

Milestone Outcomes:

- Explore: Recognise characteristics of positive relationships.
- Connect: Understand personal rights and privacy.
- Apply: Make informed, safe decisions about relationships and interactions.

5. Parental and Social Worker Engagement

Parents and social workers are informed about the RSE curriculum through annual communications and can view lesson plans upon request.

They have the right to withdraw their child from the sex education elements of the RSE programme (not relationships or health education).

Requests to withdraw (parent / Social Worker) must be made in writing via email to the school's main address:

The Head will respond in writing to confirm withdrawal arrangements and provide suitable alternative learning opportunities.

6. Safeguarding

RSE is integral to The Yews's safeguarding culture. Lessons support pupils in recognising unsafe situations, knowing how to seek help, and understanding the principles of consent and privacy. Any disclosures during RSE are handled following the school's Safeguarding and Child Protection Policy.

7. Monitoring and Review

The RSE curriculum and delivery are reviewed annually by the Director of Ed and PSHE Lead. Feedback from pupils, staff, and parents informs continuous improvement.

Next review date: 01.07.26

Appendix 1

1. Integrated Across Curriculum Areas

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

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

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

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

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

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

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

✓ Activities for KS3–KS4 & KS5

KS3

- **Discussion Groups:** Using AAC to talk about friendships and changes.
- **Practical Skills:** Shopping for hygiene products, budgeting.
- **Drama:** Acting out safe and unsafe scenarios.

KS4 & KS5

- **Community Visits:** Practising safe travel and stranger awareness.
- **Digital Literacy:** Creating posters on online safety.
- **Life Skills:** Preparing for adulthood—relationships, independence.

Autumn Term – Relationships & Emotions

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

Spring Term – Growing & Changing

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

Summer Term – Diversity & Respect

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

Appendix 2

Parental and Social Worker Right to Withdraw - Legal Position

In accordance with statutory guidance:

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

Compulsory RSE Content

(No right to withdraw)

Relationships Education

The following are mandatory and cannot be withdrawn from:

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

Health Education

Mandatory Health Education includes:

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

National Curriculum Science

The following science content is compulsory:

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

Sex Education Content Eligible for Withdrawal

(Non-statutory elements only)

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

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

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

Withdrawal Request Process

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

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

- Recorded formally
- Reviewed termly
- Subject to safeguarding override where necessary

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

Withdrawal from Specific Elements of the RSE Programme

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

School Context

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

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

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

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

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

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

Section 1 - Student Details

Name of Child/Young Person: _____

Date of Birth: _____

Year Group / Class: _____

Name of Parent/Carer or Social Worker: _____

Relationship to Child: _____

Contact Details: _____

Section 2 - Details of the Request

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

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

Specific session(s) you wish to withdraw from:

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

Reason for the request (optional):

Section 3 - Acknowledgement and Required Guidance

By completing this form, I acknowledge that:

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

Signed (Parent/Carer/Social Worker): _____

Date: _____

Section 4 - School Response (for office use)

Meeting held with (staff member): _____

Date of discussion: _____

Outcome of request:

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

Notes / Agreed Actions:

Signed (School Representative): _____

Role: _____

Date: _____