



HILL VIEW SCHOOL

Policy Name: Relationships and Sex Education (RSE) Policy

Policy reviewed and adopted by LSC	TBA
Review Frequency	2 years
Last Reviewed	September 2024
Next Review	September 2026
Responsible	Headteacher

This policy must be read in conjunction with the following school policies:

- Safeguarding Policy
- Relational Behaviour Policy (incorporating the Hill View SEMH Pedagogy)
- Curriculum Policy

1. Rationale and Intent

At Hill View School, we believe that Relationships and Sex Education (RSE) is a fundamental component of our safeguarding and therapeutic provision. Our learners navigate a complex world with the additional challenges of their Social, Emotional, and Mental Health (SEMH) needs, which can make them more vulnerable to exploitation, confusion, and unhealthy relationships.

Our RSE curriculum is therefore designed with the **Hill View Curriculum Model** at its core. It is a key driver for **Personal Development** and **Life Skills**, underpinned by the EHCP.

The *intent* of our RSE provision is not simply to impart biological facts, but to provide learners with the knowledge, skills, and self-worth to navigate relationships safely, responsibly, and respectfully. This directly aligns with the **Hill View Way**, particularly our **Therapeutic Approach**. We aim to equip learners to make informed, positive choices that support their physical, emotional, and mental well-being, now and in their future.

All RSE is delivered through the non-negotiable lens of our **Hill View SEMH Pedagogy**, which is **Trauma-Responsive** and **Relational**.

2. Aims

The aims of RSE at Hill View School are to enable learners to:

- Develop self-worth, self-awareness, and a positive self-image.
- Understand the qualities of healthy, respectful relationships, including friendships, family relationships, and (at an age-appropriate level) intimate relationships.
- Recognise and challenge unhealthy or unsafe relationships, including all forms of bullying, coercion, and exploitation.
- Develop a clear understanding of boundaries, consent (including the right to withdraw it), and the communication of personal preferences.
- Critically assess online risks, including pornography, grooming, and pressure, and know how to manage their digital footprint safely.
- Understand the physical, emotional, and social changes of puberty, and (at an age-appropriate level) the facts about sexual health, reproduction, and contraception.
- Know how and where to seek help, support, and advice on any RSE-related issue, reinforcing the '**Clarity and Communication**' fundamental.

3. Statutory Requirements

This policy is written in line with the statutory guidance outlined in the Department for Education's "**Relationships Education, Relationships and Sex Education (RSE) and Health Education**" (2019). We are committed to meeting all statutory requirements for primary and secondary-aged learners, ensuring content is age-appropriate and developmentally-appropriate.

4. Implementation: Pedagogy and Delivery

The *implementation* of RSE is critical. It must be consistent with the **Hill View SEMH Pedagogy**, which understands behaviour as communication and prioritises psychological safety.

A Trauma-Informed and Relational Approach

We recognise that RSE content can be activating or triggering for learners who have experienced relational trauma, abuse, or neglect. Therefore, RSE is always:

- Delivered by trusted adults with whom learners have a positive, established relationship.
- Taught in a way that avoids shame and promotes curiosity and open dialogue.
- Handled with an understanding that a learner's emotional reaction or dysregulation is a form of communication. Staff will use co-regulation strategies in line with our therapeutic approach.

Adaptive and Personalised (The 'Adaptive Teaching' Fundamental)

RSE is not delivered as a fixed, linear programme. In line with our '**Adaptive Teaching**' fundamental:

- Content is personalised to the individual learner's developmental stage ('stage not age'), cognitive understanding, and emotional readiness.
- Delivery is flexible, responding "in the moment" to learners' needs, questions, and concerns.
- The **Education Health Care Plan (EHCP)** is central. RSE-related targets (e.g., understanding personal space, safe relationships, community safety) will be explicitly taught and reinforced.

A Safe and Structured Learning Environment

To facilitate open discussion on sensitive topics, RSE is delivered within a '**Structured**' and safe environment:

- All staff will establish clear ground rules with learners at the start of any RSE work.
- Anonymous question boxes ("ask-it-baskets") will be used to allow learners to ask questions without fear of judgment.
- Staff will use the '**Clarity and Communication**' fundamental, employing clear, literal, and unambiguous language, avoiding euphemisms that can cause confusion.

5. Curriculum Content

Our RSE curriculum is built around the three core themes from the statutory guidance, delivered in a spiral curriculum (revisiting themes at increasing levels of depth).

1. **Families and People Who Care for Me:** Understanding different family structures, the importance of care, and the characteristics of healthy family life.
2. **Caring Friendships:** The nature of friendships, including mutual respect, trust, and how to manage conflict.
3. **Respectful Relationships:** The qualities of positive relationships, including respect, boundaries, and consent. This explicitly covers unhealthy relationships, coercion, control, and all forms of abuse.
4. **Online and Media:** Navigating the online world safely, including managing a digital footprint, understanding online risks (grooming, radicalisation, pornography), and media literacy.
5. **Being Safe:** A critical component for our learners, focusing on boundaries, consent, understanding

"public" and "private," and identifying and reporting grooming, exploitation, and abuse.

6. **Intimate and Sexual Relationships (Age-Appropriate):** Teaching about healthy intimate relationships, consent, and (at secondary level) the facts about sexual intercourse.
7. **Sexual Health and Reproduction (Age-Appropriate):** Teaching the facts about puberty, the human life cycle, contraception, and the prevention of Sexually Transmitted Infections (STIs).

6. Safeguarding and Disclosures

All staff are aware that RSE may lead to disclosures of abuse or harm. Staff cannot promise confidentiality to a learner.

Any and all disclosures or concerns arising from RSE will be handled immediately and in line with the school's Safeguarding and Child Protection Policy. This is a non-negotiable aspect of our 'Shared Responsibility'.

7. Working with Parents and Carers

We recognise that parents and carers are the primary educators of their children. We are committed to working in partnership with them.

- This policy will be made available on the school website.
- Parents/carers will be consulted on any significant changes to the RSE policy or curriculum.
- The school will provide information on the RSE curriculum, including an overview of the content to be taught.
- We will support parents/carers in understanding our RSE provision and its importance for the safety and well-being of their children.

8. Right to Withdraw

We are committed to open dialogue and partnership with parents.

- Parents have the statutory right to request that their child be withdrawn from some or all of the sex *education* components of RSE (this does not include Relationships Education or Health Education).
- Parents do *not* have the right to withdraw their child from any RSE content taught as part of the statutory Science curriculum.
- Any parent wishing to discuss withdrawal is strongly encouraged to meet with the Headteacher or RSE Lead to understand the curriculum content and the school's approach.
- The school will make the final decision on requests for withdrawal at Key Stages 3 and 4, balancing the parents' request with the learner's own views, age, and maturity.

9. Roles and Responsibilities

- **The Governing Body:** Will ratify this policy and ensure the school meets its statutory RSE obligations.
- **The Headteacher:** Has overall responsibility for the implementation of the policy and ensuring RSE is a high-priority area.
- **The RSE Lead:** Will oversee curriculum development, ensure all content aligns with the **Hill View Way**,

and provide training and support to staff.

- **All Staff:** Are responsible for implementing this policy consistently, modelling positive and respectful relationships, and delivering RSE through the lens of our **SEMH Pedagogy**.

10. Monitoring and Impact

The impact of our RSE curriculum is central to the OFSTED EIF. We will monitor the implementation and impact of this policy through:

- Curriculum reviews and planning scrutinies.
- Analysis of safeguarding records and behaviour data (e.g., reductions in harmful sexualised behaviour or relationship-based conflicts).
- Learner voice and qualitative feedback (e.g., "do learners know how to keep themselves safe and report a concern?").
- Triangulation of progress against individual EHCP targets related to personal development and safety.