

RELATIONSHIP AND SEX EDUCATION POLICY

AREA:	EXETER HOUSE SCHOOL
AUDIENCE:	ALL STAKEHOLDERS
REVIEW FREQUENCY:	ANNUALLY
DATE 1st ISSUED:	NOVEMBER 2025
LAST REVIEW DATE:	APRIL 2026
NEXT REVIEW DATE:	APRIL 2027
OWNED & REVIEWED BY:	HEAD OF PROVISION / BRUNEL EDUCATION TEAM
APPROVED BY:	CHAIR OF BAT BOARD OF TRUSTEES
LAST APPROVAL DATE:	09 DECEMBER 2025

Brunel Academies Trust (BAT) is a company limited by guarantee with registration number 10074054 and registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN; BAT is the parent company and Sole Corporate Member of the subsidiary company, Brunel Education (BE) is a charitable company limited by guarantee with registration number 11991915, registered with the Charities Commission of England Wales (Charity Number 1214820) and with registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN

Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	Section	Amendment

1. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

2. Aims

The aims of relationships and sex education (RSE) at our school are 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

As a 4-19 school with many varied needs, the curriculum can look very different depending on age, stage and pathway. Therefore, through access to a broad range of experiences, high quality teaching and specific targeted intervention, our students develop the knowledge, skills and understanding to:

- Experience taking and sharing responsibility
- Feel positive about themselves and others
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible
- Carry out or take part in daily personal living routines
- Make real decisions (with support where necessary so that they can act upon them)
- Develop and maintain positive relationships and interactions with others
- Recognise and celebrate their achievements and successes

3. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance

equality of opportunity and foster good relations between different people when carrying out their activities

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Exeter House School, we teach RSE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers.

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- The RSE Policy was distributed to parents for consideration and comments
- Through pupil voice students are given the opportunity to express their views about what they are taught

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's RSHE education policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and increasing responsibilities.

5. Curriculum

Our RSE curriculum is based on the following frameworks which are adapted to suit the needs of the students attending Exeter House School:

1. EYFS framework
2. PSHE Education Planning framework for SEND from the PSHE Association

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

At Exeter House School, the purpose of RSE is to equip students with the communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them. Regardless of a student's starting point, we ensure that there are high aspirations in place for all which are both appropriate and challenging for each individual. We do this by ensuring that our curriculum is seated within real life, meaningful, and contextual experiences, appropriate for both their developmental stage and chronological age, and by placing the unique needs and abilities of the students within each class at the centre of the planning process.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

For our Primary aged students relationships 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
- Being safe
- Public and private

For our secondary aged students 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
- Being safe
- Public and private
- Consent
- Intimate and sexual relationships, including sexual health

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

At Exeter House, we recognise the unique needs and abilities of our students, and therefore, the need for different approaches depending on a student's age and developmental stage, and their specific pathway

In order that we address the knowledge, skills and understanding that is important to our students, there is a clear progression of learning in our planning and how it is sequenced to ensure that learning, knowledge and skills are built upon progressively through each part of the school and over the course of the school as a whole. As with many subjects across the school, RSE is taught as a spiral curriculum. We recognise that many topics within the curriculum should be touched upon at multiple points throughout a student's school career, in order to build understanding, and frame the content in multiple contexts so that the knowledge is transferrable and can be deployed in environments other than the familiar classroom. RSE within Exeter House are not standalone subjects: they have close links with many other subjects such as independence, careers, and play and learning outside the classroom. There are opportunities for learning throughout the school day e.g. developing positive relationships in the playground, sharing and taking turns in class, or developing their ability to interact with members of the public during swimming trips at Five Rivers.

As a staff team, it is important that we recognise these instances as valuable learning opportunities for the students.

For our younger students or those with more complex needs they will cover RSE holistically and responsively, through their routines and daily sessions. We recognise that here, discrete lessons may not be appropriate, therefore we embed RSE into the other curriculum areas and daily life. For instance, in one of the younger classes, they may teach relationships in the first term by working on positive pairing, and building positive relationships within the classroom environment through sessions such as soft play, outside play and structured play. In complex needs, they may teach relationships through story-sharing, or massage. They will cover any individual needs that arise on an individual basis. For older students RSE maybe covered responsively, through other subjects across the curriculum, and through discrete lessons. They will also be working on a theme a term but will follow a more structured format in order to ensure more complete coverage of the statutory guidance, which they will access through a session a week. We believe that it is important that there is a responsive element to this curriculum, as the needs of a student population will vary from class to class. We therefore have allowed for a responsive approach to be taken during everyday sessions like circle time/good morning in order to cover topics that may come up based on the needs of that particular class, which may not be correspondent to what is being taught in the current topic cycle.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan

7. Use of external organisations and materials

Currently Exeter House School do not use any external organisations to teach RSE since we feel because of the students complex needs that it is in their best interests to be taught RSE by familiar adults

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the BAT Board of Trustees who approved the template for the policy

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

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

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Useful links

- KCSiE September 2025
- Safeguarding Policy

This policy is adopted by the BAT Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed:



CEO

Signed:



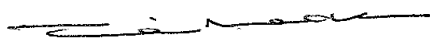
Chairman of BAT Board of Trustees

Date:

9th December 2025

This policy is adopted by Exeter House School (part of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed:



Headteacher

Signed:

Director of Education

Date: 13.04.26

Appendix 1: Parent/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

