

Charlton Park Academy and Mulberry Tree House

Relationships and Sexuality Education

Contents

1. Aim	1
2. Statutory requirements	2
3. Provision	3
4. Curriculum and Delivery	3
5. Methodology	3
6. Assessment and Recording	4
7. Roles and responsibilities.....	5
8. Parents’ right to withdraw	5
9. Training.....	6
10. Monitoring arrangements	6
Appendix 1: Curriculum map.....	7

At Charlton Park Academy and Mulberry Tree house, we believe that Relationships and Sexuality Education (RSE) should support our young people to learn about who they are and how they are growing up from childhood, through adolescence and into adulthood. Students learn to respect themselves and others while building and maintaining safe and healthy relationships. RSE lessons provide our students with a safe learning environment to explore a range of topics to help develop their learning of themselves, their bodies and being resilient; leading to a reduced risk of exploitation, now and in the future.

1. Aims of the RSE Curriculum:

The aims of our RSE curriculum are:

- To raise self-esteem and confidence, especially in relationships with others.
- To develop understanding of who they are as people and their own sexuality
- To develop skills in language, decision-making, assertiveness and resilience.
- To help young people gain access to information and services.
- To enable participation in society and to value themselves and others.
- To work with parents/carers and residential staff to ensure the transfer of knowledge between home and school and into adult life.

- To develop understanding of sexual feelings and behaviours.
- Promote appropriate and acceptable behaviour in public and private situations.
- Develop knowledge and understanding of RSE to reduce the risk of exploitation, misunderstanding and abuse.
- To give opportunities to feel safe and valued to ask questions about growing up, bodies and changes both physically and emotionally.
- To provide relevant and accurate information about growing up, bodies and changes both physically and emotionally.
- To provide opportunities to explore the meaning of 'unsafe' in a controlled and safe environment.
- Where appropriate, to teach about fertilisation, birth and contraception so that they can make informed choices
- To use a universal language across the school, within all opportunities to embed RSE learning, knowledge, understanding and skills.

2. Statutory Requirements

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 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](#).

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 Charlton Park Academy we believe that the teaching of RSE is of the utmost importance to our students, although we recognise that they may need more specialist help than their mainstream peers. Our pupils are likely to be more vulnerable than others at their age and some have issues in building and maintaining positive relationships. A number of students are coming to terms with their disabilities and the impact this potentially could have on the quality of their relationships with others. Some of the students at Charlton Park Academy will always be highly dependent on others, needing physical care and constant support to communicate and let their needs be known. Through the teaching and learning of RSE at

Charlton Park Academy, our students will have opportunities to develop skills in building and maintaining relationships and an increased awareness and knowledge of themselves, their bodies and being resilient; leading to a reduced risk of exploitation, now and in the future.

3. Provision

All students in Pathways 1, 2 and 3 will receive 1 session of Relationships and Sexuality Education a week, which will be taught by form teachers. All Students receive teaching and learning in Relationships and Sexuality Education from our bespoke curriculum. This is tailored so that it is correct information for students chronological ages, but at an appropriate level for their developmental understanding to keep them safe and prepare them for growing up and adulthood.

Students in Pathways 4 and 5 have access to RSE teaching and learning through a range of programs daily that together allow for students to be immersed in learning that aims to develop their skills and understanding of important aspects of the key aims for the RSE curriculum. This integrated approach to teaching RSE allows our students to become aware of their bodies, how to move and be with others and are developing a common language when communicating with others about their bodies.

4. Curriculum and Delivery

The academic year is planned and differentiated for each Key Stage within Pathways 1, 2 and 3 within the academy so that all areas of the curriculum are accessed by every student. As this is rolled out each year, prior learning will be revisited, revised and consolidated and then built upon further, as students move into higher Key Stages.

Topics covered by all students are as follows:

- Myself and My Relationships
- Public and Private
- Puberty
- Types of Touch
- Being Safe; recognise, react, report

Additional topics covered by select students identified according to readiness are:

- Sexual Relationships
- Sexual Wellbeing and Checks
- Pregnancy and having a child

The RSE Curriculum map can be found in Appendix 1.

In Pathways 4 and 5, incidental and ongoing teaching episodes delivered by familiar staff using familiar and repetitive language can help to consolidate students developing understanding. Therefore a range of activities are suggested when delivering RSE to help gain students interests and attention. These activities should be incorporated into the daily lessons and routines of the students to support the development of the correct context for this learning.

A range of RSE learning objectives should be worked on in every lesson within the Pathway 4 and 5 curriculum. These should be individualised to the student and linked to the learning. RSE learning objectives for teaching and learning in Pathways 4 and 5 should link to one of the following Key RSE Skills:

- Self-awareness
- Body awareness
- Relationship development with self and others
- Staying safe
- Staying healthy

5. Methodology

As part of a comprehensive RSE curriculum within the academy it is important that all staff are using the same terminology and explanations in regards to each topic. This is so that students are able to make progress in their knowledge and understanding, without needing to learn differing vocabulary for similar terms. When referring to body parts it is important that all staff are using correct medical terminology for all parts of the body and encourage students to use these within lessons also.

At the beginning of every lesson it is vital that the 4 RSE rules are shared and explained alongside the students so that they are always reminded that they are allowed to ask questions, feel embarrassed and be private about themselves and others.

Students in Pathways 4 and 5 engage in RSE learning through a range of programs that promote the key aims for the curriculum. These include, but are not limited to Sherbourne, TacPac, MOVE, intensive interaction and attention autism. Furthermore, students in Pathways 3, 4 and 5 also receive regular Interoceptive curriculum sessions to support their understanding of their own bodies and body autonomy.

5(a). Equal Opportunities and Inclusivity

Throughout the teaching of RSE we will promote equal opportunities for all regardless of race, language, religion, culture, disability, gender, sexual orientation, class or age. Furthermore this should be embedded into all RSE lessons including the use of resources, which should demonstrate as fair and non-biased. We aim to allow a community to develop in which such diversity is accepted and valued.

5(b). Resources

Resources used as part of our RSE curriculum are selected for appropriateness taking into consideration both cognitive and development levels of understanding. We have personalised resources from 'Everybody Needs to Know' and the Daniel Morecombe Curriculum to meet the needs of our students when delivering RSE lesson. Additional resources planned to be used are adapted to suit the best learning needs of the students and are aligned with the teaching requirements as set out in the statutory RSE guidance. We aim to use resources from reliable sources, preferably those accredited by the PSHE Association.

6. Assessment and Recording

The CPA RSE and Health Ed framework on Earwig provides staff with steps of learning for each of the curriculum areas. This should run alongside the Long and Medium Term plans to support the planning of lessons for learners in each Pathway and Key Stage. Recording and monitoring of learning takes place through work completed, lesson evaluations and photographic and video evidence. Work completed should be marked in line with the appropriate school policies.

7. Roles and Responsibilities

Roles and responsibilities in the implementation of RSE and this policy fall to:

7(a). The Governing Body

The governing body will approve the RSE policy and hold the head of school and senior vice principle to account for its implementation.

7(b). The Head of School and Senior Vice Principle

The head of school and senior vice principle are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from sex education elements of the RSE curriculum.

7(c). Staff

The teaching of RSE is the responsibility of all staff in their daily work with the students. Form Tutors are responsible for the delivery of the lessons. All staff receive training to learn how Relationships and Sexuality Education is taught at Charlton Park Academy and to learn the universal language that should be used throughout the school.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the Sex Education components within RSE up to and until 3 terms before the child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 – the legal age of sexual consent. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Requests for withdrawal should be put in writing using the home-school contact book to the form tutor who will escalate to the Lead teacher for RSE as well as the head of school and senior vice principle.

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

9. Training

Staff receive regular training and CPD in the planning, teaching and delivery of RSE. New teachers receive this as part of their induction, and it is included in our continued quality of education CPD calendar.

10. Monitoring Arrangements

The delivery of RSE is monitored by Claire Burton, RSE Lead, through planning and work scrutiny and learning walks.

Students' development in RSE is monitored by class teachers as part of the teaching, learning and assessment cycle.

This policy will be reviewed by Claire Burton, RSE Lead, annually or as required. At every review, the policy will be approved by the Head of School and the governing body.

Relationships and Sexuality Policy

Date Adopted: February 2026

Date to be reviewed: February 2027



Appendix 1: Curriculum Map

Pathways 1 and 2

Learning takes place on a yearly rolling curriculum to allow for students to revisit, revise, consolidate and over-learn every year.

Key Stage 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Myself and My Relationships	Public and Private- body parts and places	Puberty – physical and social changes		Types of Touch	Being Safe
Key Stage 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Myself and My Relationships	Public and Private – body parts, places and behaviours	Puberty – physical, social and emotional changes		Types of touch including relationships	Being Safe
Key Stage 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Myself and My Relationships	Public and Private – behaviours, rules, laws	Impacts of puberty on relationships, including sexual relationships, contraception, STIs and pregnancy		Types of Touch – laws, consequences	Being safe

