BAGINTON FIELDS ACADEMY

Relationship, Sex and Health Education (RSHE) Policy

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Ratified by Trust Board	
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1. RSHE Introduction

1.1 Relationships, Sex and Health Education (RSHE) is an area of central importance in the curriculum for students with Special Educational Needs and Disabilities. *Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025 - Section 76* states:

'Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.'

1.2 The principal aim of Baginton Fields Academy's Relationships, Sex and Health Education is to promote three key themes of celebrating differences, relationships and how we change.

1.3 Planning and implementation must involve sensitivity and discretion.

1.4 This policy defines the principles and practices which inform the teaching of RSHE across Baginton Fields Academy.

1.5 Relationships Education is delivered to our secondary and post-16 age students through our embedded departmental curricula

1.6 As a SEND academy Sex Education is delivered when deemed developmentally appropriate to Secondary and Post-16 age students on an individualised or group intervention basis in agreement with the Senior Leadership Team, RSHE/PSHE co-ordinator and parents, in line with *Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025: Section 75*

1.7 Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood as set out in the SEND code of practice: 0 to 25 years.

1.8 In addition, certain biological aspects are delivered through our science curriculum.

1.9 Relationships and Sex Education is delivered in an age-appropriate, developmental manner so that issues are explored in greater depth as students mature.

2. Statement of intent

2.1. Baginton Fields Academy follow The Jigsaw Scheme of Work. The programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to students'

learning in this vital curriculum area. The RSHE curriculum focuses on 'Celebrating Me', 'Relationships' and 'Changing Me'.

2.2. The intent of our Relationship, Sex and Health Education curriculum is to deliver an all-inclusive philosophy that is age appropriate, as well as a curriculum that all students at Baginton Fields have access to. We endeavour to maximise the outcomes for every student so that it builds on previous knowledge, as well as challenging them further.

2.3. RSHE at Baginton Fields Academy is underpinned by the guiding principles set out in the Department for Education's July 2025 statutory guidance. Teaching will be age-appropriate, developmentally appropriate, evidence-informed and accessible to all learners. The curriculum will support pupils to develop positive relationships, safeguard their physical and mental wellbeing, understand online and offline risks, and prepare them for adult life. Parents and carers will be kept informed of curriculum content and resources used.

2.4. Across all pathways, students will be supported with developing the following skills through the teaching and delivery of the RSHE curriculum:

- Communication, including managing relationships and emotions
- Recognising and assessing potential risks
- Consent
- Where and how to seek help and support when required, including whom we can trust
- Informed decision-making
- Self-respect, respect for others and responsibility
- Recognising and maximising a healthy lifestyle and relationships
- Managing conflict and responding to challenges
- Self-awareness
- Recognising how our bodies change
- Recognising how we are different and similar to others

These skills are taught within the context of units entitled 'celebrating differences', 'relationships' and 'changing me', as well as incidentally through personalised interventions and interactions as appropriate, and taking into account the EHCP targets when necessary.

3. Statutory Requirements

3.1. Relationships and Sex education is compulsory for all schools providing secondary education. Therefore, we must provide Relationships and Sex Education to all students as per section 34 of the Children and Social Work Act 2017.

3.2. We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum which has informed our thorough long-term planning for RSHE.

3.3. In teaching RSHE, 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.

3.4. The Act states that 'Special Schools have a particularly sensitive role to play. Children with learning difficulties are entitled to the same opportunity as other children to benefit from sex education. They may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against unacceptable behaviour by adults. Schools should bear in mind that some parents may find it difficult to come to terms with the idea that their children will one day become sexually active'.

3.5. We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

3.6. 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

3.7. At Baginton Fields Academy we teach RSHE as set out in this policy.

4. Policy development

4.1. This policy covers Baginton Fields Academy's approach to RSHE education, not only in discrete lessons as taught, but through the attitude of both our staff and students. Our community ethos and values highlight an approach and commitment to equality both within and outside of the classroom. This policy was produced in consultation with our staff, board of governors and parental engagement.

1. Review - a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.

3. Parental/Stakeholder consultation - parents/stakeholders were invited to feedback on the policy during the consultation period.
4. Ratification - once amendments were made, the policy was shared with the local governing board.

5. Defining Relationships and Sex Education

5.1. OFSTED states: A school should ensure that it, 'delivers age-appropriate sex and relationships education that meets pupils' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation. 'Not good enough: PSHE education in schools May 2013 The Sex Education Forum (SEF)' defines Relationships and sex education as follows:

- 'Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being... good quality RSE is an entitlement for all children and young people...'

5.2. At Baginton Fields Academy RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. It goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and the skills to manage relationships.

5.3. For Baginton Fields Academy the principals of RSHE are celebrating differences, healthy relationships and personal identity. RSHE is not about the promotion of sexual activity.

6. Curriculum

6.1. Our curriculum is set out in our pathway curricula documents; Explorers, Discoverers, Venturers and Investigators and Post-16 curriculum. Explorers and Discoverers follow RSHE through incidental and adapted interventions; Venturers, Investigators and Post-16 have specific RSHE curricula. These long-term plans follow the Jigsaw programme of learning and are used and adapted as and when necessary to meet the individual needs of our students.

6.2. We have developed the curriculum in consultation with stakeholders, taking into account the age, needs, and feelings of students.

7. Supplementary Curriculum Content

7.1. We recognise that our learners are developing their awareness of what is socially acceptable and may need bespoke curriculum support (which would be developmentally appropriate in line with age, stage of life, life experience, cognitive ability, social understanding, or interests) to support them both at home and school. As part of supplementary RSHE learning, students will be supported to address their understanding of:

Areas of the Supplementary Curriculum
• **Online & Social Media** Artificial Intelligence (AI) and AI-generated content Deepfakes and manipulated images Online scams and fraud Sextortion Online misogyny and harmful online influences Privacy, location settings and personal data Digital consent and respectful online relationships Safe use of AI chatbots and online platforms • **Menstruation and Menstrual Wellbeing** • **Masturbation** • **Inappropriate Touch** • **Exposing of Private Body Parts** • **Romantic Feelings and Sexual Attraction** • **Contraception** • **Puberty** • **Consent** • **STIs**

8. Delivery of RSHE

8.1. Baginton Fields Academy uses personalised teaching strategies to deliver RSHE to our students.

8.2. It is a subject that is firmly embedded in all curriculum areas (for example: ICT, Religious Education and Science) and linked with the Personal, Social, Health Education, Careers and Citizenship (PSHECC) curriculum which also follows the Jigsaw Scheme of Work. RSHE is also celebrated through regular whole school assemblies and organised 'focus' activities within the academic year.

8.3. It is our philosophy that sexuality is intrinsically part of our being and relationships part of our everyday lives. All students, regardless of their needs, have the same entitlement to that preparation.

8.4. Students learn to understand and respect common humanity, diversity and differences, so that they can go on to develop relationships that are part of life and learning.

8.5. Across all pathways, students will be supported with developing the following skills through the teaching and delivery of our RSHE curriculum:

- Communication, including managing relationships and emotions
- Recognising characteristics of healthy and unhealthy relationships
- Recognising and assessing potential risks
- Consent and personal boundaries
- Where and how to seek help and support when required, including whom we can trust
- Informed decision-making
- Self-respect, respect for others and responsibility
- Recognising and maximising a healthy lifestyle and relationships
- Managing conflict and responding to challenges
- Self-awareness
- Recognising how our bodies change
- Recognising how we are different and similar to others
- Challenge harmful stereotypes

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

8.7. 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.

8.8. Students are taught in mixed gender groups, unless there is a need for a more gender specific focus. From time to time, individual support may be deemed necessary for specific students.

9. Inclusivity

9.1. Relationships, Sex and Health Education is accessible for all students through quality teaching that is adapted and personalised.

9.2. We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them

- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

9.3. We will also make sure that we give careful consideration to the level of adaptation needed, and that students 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

10. Use of Resources

10.1. We will consider whether any resources we plan to use:

a) Are aligned with the teaching requirements set out in the statutory RSHE guidance

b) Would support students in applying their knowledge in different contexts and settings

c) Are age-appropriate, given the age, developmental stage and background of our students

d) Are evidence-based and contain robust facts and statistics

e) Fit into our curriculum plan

f) Are from credible sources

g) Are compatible with effective teaching approaches

h) Are sensitive to students' experiences and won't provoke distress

11. The Use of External Organisations and Materials

11.1. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

11.2. The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

11.3. We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with students' developmental stage

11.4. Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

11.5. Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

11.6. Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

11.7. Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

11.8. Ask to see in advance any materials that the agency may use

11.9. Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

11.10. Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

11.11. Check the agency's protocol for taking pictures or using any personal data they might get from a session

11.12. Remind teachers that they can say "no" or, in extreme cases, stop a session

11.13. Make sure that the teacher is in the room during any sessions with external speakers

11.14. We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

12. Intimate Behaviour

12.1. As one of key themes, 'changing me', we teach public and private places, parts of the body and the importance of consent throughout the curriculum. We use individualised, age-appropriate and developmentally appropriate strategies that take into consideration the developmental stage of each student, alongside our Thrive Approach.

12.2. The Academy is classified as a public place.

12.3. For those students whom require additional support, individualised interventions will be put into place according to the needs of the student. Class teachers/RSHE lead/Heads of Key Stage/Designated Safeguarding Lead will work collaboratively to agree interventions. Parents will be informed of interventions and where appropriate, parents/carers are invited to support the implementation of individualised interventions.

12.4. There is a process of how individual interventions take place (Appendix 1). Individualised Interventions from the Supplementary Curriculum can only be implemented with the permission of parents (parents have the right to withdraw their child from an intervention if they chose to). This individual intervention may be part of a safety plan agreed with social services.

13. Dealing with Difficult Questions

13.1. It is acknowledged that an individual student may ask an explicit or difficult question in the classroom.

13.2. At Baginton Fields Academy, we have agreed that such questions do not have to be answered directly and can be addressed on an individual basis consulting with SLT/RSHE co-ordinator and Head of Key Stage.

13.3. The Academy believe that teachers should use their professional skill and discretion in these situations and consult the relevant Head of Key Stage for advice when appropriate.

13.4. When answering questions, the teacher will be sensitive to the age, developmental stage and emotional development of the child and not be drawn into providing more information than is appropriate.

14. Female Genital Mutilation (FGM)

14.1. Female Genital Mutilation is a form of child abuse and as such is dealt with under the Child Safeguarding policy.

14.2. Definition of FGM:

14.2.1. "Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or nontherapeutic reasons." (World Health Organisation-1997)

14.2.2. Baginton Fields Academy has taken information from several documents. These include, Child Protection Procedures Guidelines for FGM, the Government Home Office guidelines, and the Ofsted guidelines for "Inspecting Safeguarding".

14.2.3. The UK Government has written advice and guidance on FGM that states;

- 'FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.'
- Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

14.3. Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change - especially after a return from holiday.
- Spend long periods of time away from the class during the day.

- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting.

14.4. Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM - and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

14.5. Reporting of female genital mutilation:

14.5.1. With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

14.5.2. When a teacher or staff member at Baginton Fields Academy has reasons to suspect that an act of FGM has been carried out on a pupil, s/he will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

15. Parent/Carer Partnership

15.1. For secondary age students, parents have the right to withdraw their children from the non-science components of sex education within RSHE 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.

15.2. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

15.3. Alternative work will be given to students who are withdrawn from RSHE and they will join another class group of a similar age and ability where possible.

15.4. Parents can view the materials used in school and discuss the content of the RSHE programme with school staff or the RSHE Co-ordinator. Where a personalised intervention programme is required for individual, the student's parents will be informed and content/resources/materials will be shared upon their request.

16. Training

16.1. Staff are trained on the delivery of RSHE. It is included in our continuing professional development calendar. The RSHE Co-ordinator in consultation with 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 RSHE.

17. Roles and Responsibilities

17.1. The Board of Governors:

The board of governors will approve the RSHE policy, and hold the headteacher to account for its implementation.

17.2. The headteacher:

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE.

17.3. Staff:

Staff are responsible for:

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

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

17.4. Students:

17.5. Students are expected to engage fully in the RSHE curriculum which is adapted to suit their individual needs. Students must treat others with respect and sensitivity.

18. Monitoring Arrangements

18.1. The planning and organising of teaching strategies will be consistently reviewed, e.g. through lesson observations and moderation, to ensure that no student is disadvantaged.

18.2. All staff will be responsible for evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.

18.3. This policy will be reviewed annually, or sooner if statutory guidance changes, by the RSHE co-ordinator.

18.4. At every review, the policy will be approved by the Board of Governors.

18.5. The RSHE programme is co-ordinated and monitored by Emma Dunstone and delivered by class teachers with support staff. The local Governor with the responsibility for RSHE is Helen Fox-Williams.

19. Confidentiality and Safeguarding

19.1. Although RSHE is not about personal disclosures and personal issues, it is possible that a student may disclose personal information or there may be times when a student wishes to confide in a member of staff. Staff understand that they cannot promise students absolute confidentiality, and students need to be aware that school staff cannot guarantee absolute confidentiality.

19.2. We recognise that because effective RSHE may alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made.

19.3. All Baginton Fields Academy staff will ensure all safeguarding issues will be referred to the designated safeguarding lead (DSL) and follow the academy's safeguarding and child protection procedures. If a student discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a safeguarding issue.

19.4. Students will be taught how and when to report concerns and access trusted support.

19.5. Please refer to Baginton Fields Academy's Safeguarding Policy for further information.

20. Ethnic and Cultural Groups

20.1. Our RSHE work responds to the needs of individual students and takes students' faiths, and cultures into consideration. We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSHE curriculum

21. Equal Opportunities

21.1. All students are given the opportunity to take part in RSHE programme regardless of 'protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)'. *Section 63. Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025*

21.2. Every effort is made to ensure that self-esteem and respect are fostered in staff, students and their families.

22. Policy links

This RSHE policy has clear related links to other school policies and documents promoting students' spiritual, moral, social, and cultural development:

- Spiritual, Moral, Social and Cultural Development Document
- Anti-Bullying Policy
- Policy for the Management of Student Behaviour
- Child Protection and Safeguarding policy
- E-Safety Policy
- PSED Policy
- Teaching and Learning Policy

23. Changes

Description	Date	Page	Section
Renewed policy	8th May 2024	All	All
Reviewed policy	19th May 2025	n/a	n/a
Update 2019 RSHE DfE policy to 2025 policy	2nd July 2026	All	Throughout

Updates to supplementary curriculum	2nd July 2026	7	7.1