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# The Bayleaf Hub

## Relationships and Sex Education Policy 2025 - 2026

Reviewed by:	Kelly Pope
Review Date:	05.03.2026
Date of next review:	September 2026

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**Legal Status:**

Compliance with the Independent School Standards (ISS)

The Bayleaf Hub's Relationships and Sex Education (RSE) Policy supports compliance with several key areas of the Independent School Standards (2014, updated). Our approach ensures that pupils receive high-quality, inclusive and safeguarding-aligned education that prepares them for life in modern Britain.

**Part 1 – Quality of Education**

This policy ensures that RSE is:

- Planned, structured and developmentally appropriate
- Delivered by trained staff using trauma-informed and SEND-inclusive approaches
- Integrated into a broad and balanced PSHE and Preparing for Adulthood curriculum
- Adapted to meet the needs of all pupils, including those with EHCPs

**Part 2 – Spiritual, Moral, Social and Cultural (SMSC) Development**

RSE contributes directly to SMSC by:

- Promoting respect, empathy and understanding of others
- Supporting pupils to develop self-knowledge, self-esteem and confidence
- Teaching respect for protected characteristics and diverse family structures
- Preparing pupils for healthy relationships and responsible decision-making
- Encouraging pupils to understand boundaries, consent and personal responsibility

**Part 3 – Welfare, Health and Safety of Pupils**

RSE is a core safeguarding tool and supports compliance by:

- Teaching pupils the correct vocabulary to describe their bodies
- Helping pupils recognise safe/unsafe touch and unsafe situations
- Supporting pupils to understand consent, boundaries and personal rights
- Providing clear pathways for seeking help and reporting concerns
- Ensuring staff respond to questions safely and in line with safeguarding procedures

**Part 8 – Quality of Leadership and Management**

Leaders ensure compliance by:

- Reviewing and updating the RSE Policy in line with statutory guidance
- Ensuring staff receive appropriate training
- Consulting with parents, carers, governors and stakeholders
- Monitoring the quality and impact of RSE delivery
- Ensuring the curriculum reflects the school's values and SEND-specialist ethos

**Applies to:**

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related Documents and Further Reading**

Data Protection and GDPR, Safeguarding Policy, (RPI Policy, Behaviour and Support) , Equality and Diversity Policy, PSHE Policy, Curriculum Policy.

**Purpose:**

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The purpose of this Sex and Relationships Education (RSE) Policy is to ensure that all pupils at The Bayleaf Hub receive high-quality, developmentally appropriate, trauma-informed education about relationships, growing up, personal safety and healthy choices.

Our aim is to equip pupils with the knowledge, skills and confidence to build positive relationships, understand their bodies, keep themselves safe, and make informed decisions as they move towards adulthood.

RSE at The Bayleaf Hub is rooted in dignity, respect and inclusion. It recognises the diverse experiences of our pupils, many of whom may have encountered trauma, loss, or relational difficulties. Our curriculum is designed to be safe, accessible and empowering for all pupils, including those with SEND.

Date: 11<sup>th</sup> March 2026

Signed:

Kelly Pope

Executive Headteacher

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## **Policy Statement**

The Bayleaf Hub is committed to delivering Relationships and Sex Education that is:

- Trauma-informed, recognising the impact of past experiences on how pupils access sensitive content.
- SEND-inclusive, ensuring all pupils can access the curriculum through adapted teaching, clear language and supportive environments.
- Values-driven, reflecting our school values of Respect, Independence, Confidence, Achievement, Perseverance and Kindness.
- Non-judgemental and factual, teaching about relationships, bodies and development without promoting any particular sexual orientation or lifestyle.
- Protective, helping pupils understand consent, boundaries, safe touch, online safety and how to seek help.
- Developmentally appropriate, aligned with pupils' cognitive, emotional and social needs.

RSE is delivered primarily through PSHE, supported by the wider curriculum, the school's relational ethos and everyday interactions with trusted adults.

## **Scope**

This policy applies to:

- All pupils at The Bayleaf Hub
- All staff involved in teaching or supporting RSE
- Parents, carers and external professionals contributing to the curriculum

## **RSE includes:**

- Relationships Education (friendships, families, online relationships, healthy boundaries)
- Sex Education (taught sensitively and in line with statutory guidance)
- Health Education (puberty, hygiene, emotional wellbeing, personal safety)
- Relevant elements of the science curriculum

RSE is fully integrated into the curriculum and accessible to all pupils regardless of ability, SEND profile or prior experiences.

## **Principles**

Our RSE curriculum is built on the following principles:

### **Attitudes and Values**

- Understanding the importance of respect, care and empathy in all relationships.
- Recognising the value of stable, safe and loving relationships in family life.
- Exploring moral dilemmas and developing critical thinking.
- Encouraging respect for diverse families, identities and experiences.

### **Personal and Social Skills**

- Managing emotions and relationships with confidence and sensitivity.
- Developing self-respect, self-advocacy and empathy for others.
- Learning to make safe, informed choices without prejudice or pressure.
- Understanding consent, boundaries and safe/unsafe touch.
- Building communication, assertiveness and conflict-resolution skills.
- Knowing how and where to seek help and support.

### **Knowledge and Understanding**

- Learning about physical development, puberty and bodily changes.
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- Understanding the biological aspects of human reproduction (as appropriate).
- Developing accurate vocabulary for body parts to support safeguarding.
- Understanding healthy and unhealthy relationships, including online.
- Recognising risks and developing strategies to stay safe.
- Understanding emotions, identity and the impact of relationships on wellbeing.

### **Statutory Requirements**

The Bayleaf Hub delivers Relationships Education in line with:

- Section 34 of the Children and Social Work Act 2017
- Section 403 of the Education Act 1996
- Statutory guidance from the Department for Education (DfE)

We also teach the required elements of sex education contained within the science curriculum.

Our policy development process includes:

1. Review – The PSHE Lead reviews national and local guidance.
2. Staff Consultation – Staff contribute to shaping the curriculum and policy.
3. Parent/Carer & Stakeholder Consultation – Representatives review and provide feedback.
4. Ratification – Governors approve the final policy.

Parents and carers may request access to curriculum materials. Staff respond appropriately to questions outside the planned curriculum to ensure pupils receive safe, factual information and do not seek unsafe sources online.

### **Withdrawal from Sex Education**

At The Bayleaf Hub, we are committed to working in partnership with parents and carers to ensure that pupils receive safe, developmentally appropriate and inclusive PSHE and RSE education. We recognise that families may have questions about what is taught and when, and we aim to provide clear information and reassurance.

In line with statutory guidance, parents and carers cannot withdraw their child from:

- Relationships Education
- Health Education
- the science curriculum, including the biological aspects of human growth and reproduction

Parents can request withdrawal from sex education that sits outside the statutory science curriculum. We approach all such requests with sensitivity, respect and a focus on the best interests of the pupil.

### **What Parents Can Withdraw From**

Parents and carers may request that their child is withdrawn from:

- specific sex education lessons that are not part of the science curriculum
- content that goes beyond statutory requirements

This typically relates to learning about sexual relationships, which is taught in a developmentally appropriate way and only when pupils are ready.

### **What Parents Cannot Withdraw From**

Parents and carers cannot withdraw their child from:

- Relationships Education, including friendships, families, boundaries and consent
- Health Education, including puberty, hygiene, emotions and safety
- Online safety
- Safeguarding-related content
- Science curriculum content relating to human reproduction

These areas are statutory and essential for safeguarding  
Process for Requesting Withdrawal

If a parent or carer wishes to request withdrawal from sex education:

1. They should contact the Headteacher in writing.
2. A meeting will be arranged to discuss:
  - the content of the lessons
  - the reasons for the request
  - the potential impact on the pupil
  - how the school can support the family's wishes
3. The school will provide:
  - clear information about what will be taught
  - examples of resources
  - reassurance about how content is adapted for SEND
4. A decision will be made by the Headteacher, taking into account:
  - the pupil's needs
  - safeguarding considerations
  - statutory guidance

The school will always act in the best interests of the pupil.

### **Alternative Arrangements**

If withdrawal is agreed:

- the pupil will be provided with alternative, meaningful learning
- they will not be isolated or made to feel excluded
- staff will ensure the pupil feels safe, respected and supported

We maintain confidentiality and sensitivity throughout.

### **Re-Engagement**

Parents may reverse a withdrawal decision at any time. The school will support a smooth transition back into lessons if this occurs.

### **Definitions:**

To ensure clarity and consistency across the school community, the following definitions are used within this policy:

### **Relationships Education**

Learning about the emotional, social and physical aspects of growing up, including friendships, family relationships, online interactions, personal boundaries and healthy communication.

### **Sex Education**

Learning about human reproduction, sexual health and the physical changes associated with puberty. At The Bayleaf Hub, Sex Education is taught sensitively, factually and in line with statutory guidance, with adaptations for pupils' developmental needs.

### **Health Education**

Teaching that supports pupils to understand physical and emotional wellbeing, including hygiene, puberty, sleep, healthy routines, mental health and personal safety.

### **PSHE (Personal, Social, Health and Economic Education)**

A planned programme of learning that supports pupils' personal development, safety, wellbeing and independence. RSE is delivered primarily through PSHE.

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## **Consent**

A clear, freely given agreement to participate in an activity. Pupils are taught that consent must be mutual, informed and can be withdrawn at any time.

## **Safe and Unsafe Touch**

Understanding the difference between touch that is appropriate, welcome and safe, and touch that is unwanted, harmful or makes a pupil feel uncomfortable. This is taught in a safeguarding-aligned, developmentally appropriate way.

## **Trauma-Informed Practice**

An approach that recognises the impact of trauma on learning, behaviour and relationships, and prioritises safety, predictability, trust and emotional regulation.

## **Roles & Responsibilities**

### **Governing Body**

- Ensures the school complies with statutory requirements.
- Reviews and approves the RSE Policy.
- Holds leaders accountable for high-quality, inclusive delivery.

### **Headteacher**

- Ensures RSE is taught consistently and safely across the school.
- Oversees staff training, curriculum development and safeguarding alignment.
- Ensures the policy reflects the school's values and SEND-specialist ethos.

### **PSHE Lead**

- Designs and reviews the RSE curriculum.
- Ensures content is trauma-informed, accessible and developmentally appropriate.
- Supports staff with planning, resources and adaptations.
- Leads consultation with staff, parents/carers and governors.

### **Teaching Staff**

- Deliver RSE in a safe, respectful and inclusive manner.
- Adapt teaching to meet pupils' needs, including SEND profiles.
- Create a classroom environment where pupils feel safe to ask questions.
- Report safeguarding concerns immediately in line with school procedures.

### **Support Staff (TAs and Pastoral Support)**

- Reinforce key messages through relational practice and daily interactions.
- Provide regulation support and communication scaffolds during lessons.
- Share relevant observations with teaching staff and the safeguarding team.

### **Parents and Carers**

- Support their child's learning and development at home.
- Engage with consultation processes and request curriculum materials as needed.
- Communicate any concerns or additional needs to the school.

### **Pupils**

- Are encouraged to engage respectfully, ask questions and share their thoughts.
  - Are supported to develop independence, confidence and self-advocacy.
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## RSE in The Hub's Values

RSE at The Bayleaf Hub is explicitly aligned with our six core values:

Value	How it is embedded in RSE
Respect	Pupils understand boundaries, consent, diversity and the importance of treating others with dignity.
Independence	Pupils develop the skills to make informed, safe decisions about their bodies, relationships and wellbeing.
Confidence	Pupils build self-esteem, body confidence and the ability to communicate their needs clearly.
Achievement	Pupils gain essential knowledge and skills that support their personal development and future life outcomes.
Perseverance	Pupils explore emotional resilience, coping strategies and how to manage challenges in relationships.
Kindness	Pupils understand empathy, compassion and the importance of caring, supportive relationships.

## Curriculum Overview

RSE at The Bayleaf Hub is delivered primarily through PSHE, with reinforcement across the wider curriculum and school ethos. Content is adapted to meet pupils' developmental stages, communication needs and emotional readiness.

A letter or email must be sent to parents informing them of any RSE topics covered during the School half term. This must be sent in the appendix 1 below ensuring that the topics covered are updated to reflect current topics.

## **Key Curriculum Themes**

### **Relationships**

- Friendships, trust and communication
- Families and different family structures
- Healthy vs unhealthy relationships
- Online relationships and digital safety
- Boundaries, consent and respect

### **Growing Up & Physical Development**

- Puberty and bodily changes
- Hygiene and self-care
- Correct vocabulary for body parts
- Understanding private vs public behaviours

### **Emotional Wellbeing**

- Identifying and naming feelings
- Managing strong emotions
- Coping with change, loss and transitions
- Building self-esteem and personal identity

### **Keeping Safe**

- Safe and unsafe touch
- Recognising risks and unsafe situations
- Online safety and digital footprints
- Knowing how and where to seek help
- Understanding personal rights and bodily autonomy

### **Reproduction (as appropriate)**

- Basic biological facts about human reproduction
- Pregnancy and birth
- Respectful, factual understanding of sexuality

### **Teaching Approaches**

- Small-group and 1:1 teaching where needed
- Visual supports, social stories and simplified language
- Repetition, modelling and role-play
- Regulation breaks and predictable routines
- Trauma-informed strategies to maintain emotional safety

### **Post-16 RSE Curriculum**

RSE for Post-16 students at The Bayleaf Hub is delivered as part of our Preparing for Adulthood curriculum, with a strong focus on independence, personal safety, healthy relationships and emotional wellbeing. Content is adapted to a student's developmental stages, communication needs and future pathways, ensuring that every young person receives meaningful, accessible and empowering education as they move towards adulthood.

Curriculum Themes for Post-16

#### **Healthy Adult Relationships**

- Understanding different types of adult relationships, including friendships, romantic relationships and professional boundaries
- Communication skills, trust, respect and mutual support
- Recognising healthy vs unhealthy dynamics in adult contexts

#### **Consent, Boundaries and Personal Autonomy**

- Understanding personal rights and bodily autonomy
- Giving, receiving and withdrawing consent
- Navigating social situations safely, including online and in the community

#### **Sexual Health Awareness (Non-Statutory)**

- Basic information about sexual health, contraception and accessing health services
- Understanding risks and protective behaviours
- Knowing how to seek confidential advice and support

#### **Online Safety and Digital Citizenship**

- Managing digital footprints
- Recognising online risks, manipulation and unsafe communication
- Safe use of social media, messaging and online platforms

#### **Emotional Wellbeing and Identity**

- Understanding feelings, self-esteem and personal identity
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- Managing stress, relationships and transitions
- Recognising when and how to seek help

### **Preparing for Adulthood**

- Navigating adult environments (workplaces, community settings, public services)
- Understanding rights and responsibilities as a young adult
- Building independence, confidence and self-advocacy
- Developing practical skills for adult life, including personal safety planning

### **Teaching Approaches for Post-16**

- Small-group or 1:1 sessions where needed
- Visual supports, simplified explanations and communication scaffolds
- Trauma-informed strategies to maintain emotional safety
- Opportunities for discussion, reflection and real-life application
- Clear, neutral vocabulary aligned with safeguarding expectations

### **Inclusivity and Accessibility**

Post-16 RSE is fully inclusive and adapted for students with SEND. Staff ensure that:

- Content is accessible, relevant and respectful
- Students feel safe, supported and able to engage
- Teaching reflects diverse identities, experiences and family structures
- Students are empowered to make informed, safe decisions as they move into adulthood

### **Safeguarding Links**

RSE is a core safeguarding tool and is fully aligned with:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- The school's Safeguarding & Child Protection Policy
- The school's Online Safety Policy
- The school's Behaviour & Relationships Policy

### **Safeguarding Principles in RSE**

- Students are taught the correct vocabulary for body parts to support clear communication.
- Students understand the difference between safe, unsafe and unwanted touch.
- Students are taught how to recognise unsafe situations and how to seek help.
- Staff respond to disclosures or concerns immediately and appropriately.
- Content is delivered in a way that avoids re-traumatisation and prioritises emotional safety.
- Staff remain alert to signs of distress, avoidance or dysregulation during lessons.

### **Responding to Questions (Agreed Procedure and Use of Language)**

Staff respond to questions in a way that is safe, factual, developmentally appropriate and emotionally attuned. We recognise that pupils may use a wide range of vocabulary at home or with peers, and that curiosity is a normal part of growing up. Our approach ensures that pupils feel heard, respected and supported, while also maintaining a consistent, safeguarding-aligned language framework across the school.

### **Use of Language**

- Staff introduce and model a safe, neutral and agreed vocabulary for discussing bodies, relationships and personal safety.

- Pupils' home language or peer language is acknowledged without judgement, and staff gently guide pupils toward the school-agreed terminology that is appropriate, respectful and understood by all.
- In line with the National Curriculum for Science (Key Stages 2–4), pupils are taught the correct names for external body parts, including genitalia. This supports clarity, confidence and safeguarding, ensuring pupils can describe concerns or experiences in an unambiguous way.
- Staff negotiate language sensitively, ensuring pupils understand why certain words are used in school and how this helps keep everyone safe.

### **How Staff Respond to Questions**

- Staff answer questions honestly and factually, using clear, neutral language and avoiding unnecessary detail.
- Responses are tailored to the pupil's developmental stage, emotional readiness and communication needs.
- If a question falls outside the planned curriculum, staff provide a brief, safe response and revisit the topic at an appropriate time if needed.
- Staff remain alert to signs of discomfort, distress or dysregulation and adapt their approach accordingly.
- Any question or disclosure that raises a safeguarding concern is followed up immediately in line with the school's Safeguarding and Child Protection Policy.

### **Creating a Safe Environment for Questions**

- Pupils are encouraged to ask questions in ways that feel comfortable for them, including whole-class discussion, small groups, 1:1 conversations or digital formats where appropriate.
- Staff create an atmosphere where curiosity is welcomed, and pupils feel safe, supported and free from judgement.
- Visual supports, simplified explanations, social stories and additional adults are used to ensure accessibility for pupils with SEND.
- Staff ensure that discussions remain respectful and inclusive, recognising the diverse experiences, identities and family structures within our school community.

### **Accessibility and Inclusivity**

- All content is adapted to meet the needs of pupils with SEND, including through visual aids, repetition, simplified language and regulation support.
- Pupils are taught in settings that best support their understanding — this may include whole-class lessons, small groups, targeted sessions or 1:1 teaching.
- Staff ensure that all pupils feel emotionally safe, able to engage with key messages and confident to seek help when needed.

### **Closing Statement**

The Bayleaf Hub is committed to working in partnership with pupils, families and external professionals to promote strong, consistent attendance. We recognise that every pupil's circumstances are unique, and we approach attendance with empathy, high expectations and a focus on removing barriers so that every pupil can thrive. By maintaining clear systems, celebrating progress and responding swiftly to concerns, we ensure that attendance remains a shared responsibility rooted in safeguarding, wellbeing and aspiration. Through this collective commitment, we create the conditions for pupils to feel safe, valued and ready to engage fully in their learning.

This policy is reviewed annually and updated in line with DfE guidance, safeguarding requirements, and school priorities.

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## **Appendix 1**

### **Parent/Carer Letter Template – Relationships and Sex Education Teaching This Term**

Dear Parents and Carers,

This term, pupils at The Bayleaf Hub will be taking part in a series of Relationships and Sex Education (RSE) lessons as part of our Personal, Social, Health and Economic (PSHE) curriculum. These sessions are carefully planned to be age-appropriate, trauma-informed and fully inclusive, ensuring that all pupils can access the content safely and confidently.

RSE plays an important role in helping our pupils understand their bodies, build healthy relationships, develop personal safety skills and make informed choices as they grow. Lessons will be delivered by trained staff and will reflect our school values of Respect, Independence, Confidence, Achievement, Perseverance and Kindness.

#### **What will be covered;**

This term's content will include:

- Friendships, families and trusted relationships
- Personal boundaries, consent and safe/unsafe touch
- Growing up, body changes and personal hygiene
- Understanding emotions and managing feelings
- Online safety and recognising unsafe situations
- (If applicable) Basic biological information about puberty and human development

All teaching will use neutral, agreed vocabulary and will be adapted to meet the needs of children with SEND through visuals, simplified explanations, small-group work and regulation support.

#### **Working in partnership with you**

We believe that RSE is most effective when school and home work together. If you would like to see the lesson materials or discuss how we teach these topics, please contact us and we will be happy to share resources or arrange a conversation.

#### **Right to withdraw**

Parents and carers have the right to withdraw their child from the non-statutory elements of Sex Education. This does not include:

- Relationships Education
- Health Education
- Statutory Science content

If you wish to request withdrawal from the non-statutory elements, please complete the form below or contact the school directly to discuss this further. We will always work with you to ensure that your decision is fully informed and that your child continues to feel included and supported.

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### Withdrawal Request (Non-Statutory Sex Education Only)

Child's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_

I request to withdraw my child from:

Non-statutory Sex Education sessions this term

Reason (optional): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any questions or would like to talk through the content in more detail, please do get in touch. We are committed to ensuring that every child feels safe, respected and supported throughout these sessions.

Kind regards

[Name]

[Role]

The Bayleaf Hub

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### Appendix 2:

#### Parent/Carer Letter Template – Secondary Including Post-16 RSE

Dear Parents, Carers and Post-16 Students,

This term, students at The Bayleaf Hub, including those in our Post-16 provision, will be taking part in a series of Relationships and Sex Education (RSE) lessons as part of our PSHE and Preparing for Adulthood curriculum. These sessions are carefully planned to be age-appropriate, trauma-informed and fully inclusive, ensuring that all students can access the content safely and confidently.

RSE plays an important role in helping our students understand their bodies, build healthy relationships, develop personal safety skills and make informed choices as they grow. For Post-16 students, this also includes supporting independence, confidence, and preparation for adult life.

Lessons will be delivered by trained staff and will reflect our school values of Respect, Independence, Confidence, Achievement, Perseverance and Kindness.

#### What will be covered (including Post-16)

##### Key Stage 3–4

- Friendships, families and trusted relationships
  - Personal boundaries, consent and safe/unsafe touch
  - Growing up, body changes and personal hygiene
  - Understanding emotions and managing feelings
  - Online safety and recognising unsafe situations
  - (If applicable) Basic biological information about puberty and human development
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### Post-16

Post-16 students will explore these themes at a more mature, developmentally appropriate level, including:

- Healthy adult relationships and communication
- Consent, boundaries and personal autonomy
- Online safety, digital footprints and managing risk
- Sexual health awareness (non-statutory)
- Understanding personal rights, safety and accessing support
- Preparing for adulthood: confidence, independence and wellbeing
- Respectful relationships in the workplace, community and online

All teaching will use neutral, agreed vocabulary and will be adapted to meet the needs of children and young people with SEND through visuals, simplified explanations, small-group work and regulation support.

### Working in partnership with you

We believe that RSE is most effective when school, home and pupils work together. If you would like to see the lesson materials or discuss how we teach these topics, please contact us and we will be happy to share resources or arrange a conversation.

### Right to withdraw (KS3–4 only)

Parents and carers have the right to withdraw their child from the non-statutory elements of Sex Education in Key Stage 3 and 4. This does not include:

- Relationships Education
- Health Education
- Statutory Science content

### Post-16

Students aged 16 and above cannot be withdrawn by parents/carers, but they may choose to opt out of the non-statutory elements themselves. We will always discuss this sensitively with the student to ensure they feel supported and informed.

If you wish to request withdrawal (KS3–4) or discuss Post-16 participation, please complete the form below or contact the school directly.

### Withdrawal Request (Non-Statutory Sex Education Only)

Child's Name: \_\_\_\_\_

Class/Year Group: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_

I request to withdraw my child from:

Non-statutory Sex Education sessions this term

Reason (optional): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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If you have any questions or would like to talk through the content in more detail, please get in touch. We are committed to ensuring that every pupil feels safe, respected and supported throughout these sessions.

Kind regards,

[Name]

[Role]

The Bayleaf Hub

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