



Policy and Procedure on Relationships and Sex Education - Rights and Responsibilities

Bletchley Park School

Policy Author / Reviewer	Karen Truman
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1. Monitoring and Review

The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.



Andrew Sutherland
Representative - Proprietor, Cambian Group
September 2026



Laura Sharman
Headteacher
September 2026

2. Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's school. Bletchley Park School is a school
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Bletchley Park School we have children attending and/or residing between the ages of 7-19.
Service Head / Head of Service	This is the senior person with overall responsibility for the Location. At Bletchley Park School this is the Head Teacher who is Laura Sharman.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Guardian or Carer,	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Bletchley Park School this is Ofsted.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

3. Introduction

Individuals in our care with learning disabilities and other special educational needs (SEN) have the same rights and responsibilities as everyone else with regard to their personal and social relationships, including sexual relationships. In many cases, however, they require tailored, differentiated support in relation to various aspects of such relationships, alongside robust protection against the risks of abuse, online harms, and exploitation.

This policy is designed to align with the **statutory DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education framework (effective September 2026)**. It ensures that Cambian Group delivers high-quality, accessible RSHE through a whole-setting approach that meets the specific developmental needs of learners with SEND. It intended to ensure such support and

protection, whilst safeguarding the rights of the individuals themselves and of the staff who work with them.

It affects all staff. Make sure that you are familiar with the detail and what is expected of you under this updated policy.

4. Purpose.

To ensure that Cambian Group complies with all relevant current legislation and other National Standards which govern this area of our work, specifically the **2026 DfE RSHE statutory mandates**.

To ensure that when considering the sexual, personal, and social relationships of Cambian Group individuals, the following conditions are met:

Individuals' rights:

- **Tailored Learning:** Opportunities to access a differentiated, age-appropriate, and high-quality RSHE curriculum that builds essential relationship, communication, and safety skills from the earliest stages.
- **Proactive Safeguarding:** Protection from any form of abuse, peer-on-peer violence, digital harm, or exploitation when pursuing such relationships, supported by explicit teaching on assertiveness, boundaries, and consent.
- **Respect and Personal Voice:** Their rights (i.e. wishes and preferences) in relation to their personal and social relationships respected, taken into consideration, and safely safeguarded.
- **Expert Support:** Appropriate guidance, support, and advice from trained staff who understand the intersections of SEND, physical/mental health, and relationship development.
- **Curriculum Transparency:** Access to an open and communicative environment where their parents and carers are fully consulted on the policy and have clear visibility of the teaching materials used.

Individuals' responsibilities:

- To not compromise the rights of others when enjoying their sexual, social and personal relationships.
- To not undertake any illegal action or activities in this area, and to pursue their relationships in appropriate places, at appropriate times, and always with clear, freely given consent.
- To take advantage of the guidance, support, and advice from trained Cambian Group staff, their parents/carers, and appropriate external professionals.

Staff Responsibilities and Rights:

- **Tailored Guidance & Communication:** To provide appropriate, accessible, and differentiated guidance, support, and advice to individuals so that their rights and responsibilities on these matters are understood as far as possible for each individual. Staff must ensure these rights and responsibilities are actively considered and adapted to the individual's communication and cognitive needs at all times.
- **Parental & Professional Collaboration:** To ensure that the statutory rights and responsibilities of parents, carers, and other multi-agency professionals involved with the individual are proactively acknowledged, respected, and

incorporated through ongoing transparency and consultation on curriculum materials.

- **Best Interests & Capacity Assessments:** To ensure that any decisions taken on behalf of individuals follow the principles of the **Mental Capacity Act**, taking place only after careful consultation with all appropriate persons, a formalised best-interests process, and maximizing the individual's own voice.
- **Mandatory Statutory Training:** To ensure that all staff involved receive regular, up-to-date training on the statutory **2026 DfE RSHE guidelines**, identifying SEND-specific vulnerabilities, and strictly adhering to the Cambian Group's operational protocols.
- **Legal Duty & Escalation:** To ensure that staff know they have a professional and legal duty to refuse to undertake, participate in, or encourage others to engage in activities which are against the law. Staff must immediately escalate any suspected unlawful activity or grooming through established safeguarding pathways.
- **Risk Assessment Awareness:** To ensure that staff are fully aware of the potential physical, emotional, and digital outcomes of an individual's actions, as well as the impact of their own professional decisions and guidance. All support must be informed by up-to-date, individualised risk assessments.
- **System Monitoring & Compliance:** To ensure that effective oversight systems are devised, introduced, properly operated, and regularly audited to meet the requirements of this policy and shifting national standards.
- **Audit-Ready Record Keeping:** To maintain precise, contemporaneous, and confidential records of all guidance given, capacity assessments, parent communications, and incidents relating to the implementation of these procedures.
- **Confidentiality & Information Sharing:** To ensure that the rules of confidentiality and personal privacy are strictly respected, while adhering to the statutory **Information Sharing Duties**. This requires sharing vital information with safeguarding leads without delay when an individual is deemed at risk of harm or exploitation.
- **Staff Well-being & Safeguarding:** To ensure that the rights of staff dealing with these complex matters—including their personal integrity, safety, and right to clear organizational backing—are fully respected, supported, and safeguarded.

5. Policy Introduction

This Relationship and Sex Education (RSE) Policy is based on the statutory guidance from the Department for Education (DfE) issued under **Section 80A of the Education Act 2002** and **section 403 of the Education Act 1996**. While the core regulatory foundation rests upon the *Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019* (made under sections 34 and 35 of the *Children and Social Work Act 2017*), this policy has been fully updated to comply with the **revised statutory** DfE Relationships Education, RSE, and Health Education guidance.

Under the **Education Act 2002** and the **Academies Act 2010**, all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental, and physical development of students at the school and of

society, preparing students for the opportunities, responsibilities, and experiences of later life.

Relationships Education in primary settings and Relationships and Sex Education (RSE) in secondary settings remain strictly compulsory across England. The updated DfE statutory framework expands protections for disabled pupils and pupils with special educational needs (SEN) within the remits of the **Equality Act 2010** and the **Children and Families Act 2014**.

Furthermore, this policy addresses critical modern safeguards mandated by the DfE, ensuring our curriculum explicitly accommodates:

- **Digital and Personal Safety:** Proactive modules surrounding online exploitation, deepfakes, AI-generated content, online misogyny, and the illegality of sharing indecent images.
- **Inclusion and Diversity:** Stage-appropriate, factual teaching regarding biological sex, gender reassignment as a protected characteristic, and diverse family structures (including same-sex parents) without political endorsement.
- **Mental Health and Well-being:** Advanced safeguarding frameworks addressing self-harm, eating disorders, and mandatory suicide prevention strategies.

In alignment with DfE requirements, Cambian Group ensures complete curriculum transparency by making all RSHE resources accessible to parents and carers, maintaining a robust, collaborative consultation process.

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7. Relationships and sex education at Bletchley Park School

In line with government guidance, the RSE curriculum at Bletchley Park School prepares students for lifelong learning about their own and others' physical, moral, and emotional development through education about relationships, sex, sexual health, and sexuality. We place the primary emphasis upon relationships, supporting students' understanding and skills in developing positive, safe, and healthy connections.

RSE in our school is a core component of the personal, social, health, and economic education curriculum (PSHE). It is our firm belief that RSE is the shared responsibility of all staff. It serves as an integral part of our everyday teaching and learning processes and represents the explicitly taught component of the statutory framework for **Keeping Children Safe in Education (KCSIE)**. Education for personal growth and self-esteem, including sex and health education, complements and overlaps with the personal, social, and emotional development of the child. It spans the general life of the school, relationships with one another (including staff, peers, and parents/carers), socialisation, values, and attitudes.

The **2026 DfE statutory guidance** acknowledges that there is a critical need for schools to tailor content and teaching to meet the specific needs of pupils at different developmental stages. While our curriculum topics cover similar foundational areas to RSE with mainstream pupils, the pace, detail, and delivery methods are significantly differentiated. Students at our school require explicit support to generalise their learning outside of RSE lessons. Planning reflects age-appropriate topics delivered via communication methods aligned with individual pupils' speech, language, and communication needs (SLCN), emotional maturity, and cognitive understanding. We intentionally structure our curriculum to revisit topics frequently to support structured **"overlearning" and skills retention**.

We recognise that our students face a substantially greater vulnerability to bullying, grooming, and exploitation due to their special educational needs and disabilities (SEND). For example, older pupils functioning at an earlier developmental level are highly vulnerable and require intensified support, tailored information, and physical/digital safety boundaries within RSE.

Although many of our students easily understand concrete, factual information (such as biological terms and anatomical nomenclature), abstract concepts relating to relationships, mutual consent, risk evaluation, and coercion can be highly challenging for young people on the autism spectrum. Staff must maintain awareness regarding the high incidence of **"social masking"** among our student cohort. Social masking must be carefully factored into all formative checks for understanding, ensuring that pupils have grasped the subtle nuances of social boundaries, digital safety, and appropriate intimate relationships, rather than merely repeating taught phrases. The use of offensive and sexualised language (including swearing, slang terms, online misogyny, or homophobic/transphobic language) and inappropriate behaviour will be

addressed immediately with students. Parents and carers will be involved in accordance with our **Behaviour Management Policy**. We recognize that questions, issues, and complex situations related to relationships, identity, risk, values, and morals arise organically as part of everyday school life and across a variety of lessons.

At Bletchley Park School, our specialist **RAISE programme** is implemented to support students and their families. Each student is allocated a dedicated **Keyworker** who acts as the student's advocate throughout their school journey, providing tailored strategies around behaviour, social relationship comprehension, and their developing sense of self.

Students are actively encouraged to ask questions and seek advice from reliable, confidential sources of support, including their RAISE Keyworker, parents/carers, family members, and the school pastoral team. The pastoral team coordinates with the Designated Safeguarding Lead (DSL) to help identify and access both internal therapeutic support and external specialist services.

Students' spontaneous questions will be responded to by teaching and non-teaching staff as they arise in a straightforward, factual, and non-judgmental manner.

Information will be provided using **correct scientific terminology for body parts and functions** (appropriate to the age and maturity of the student) without ambiguity.

At Bletchley Park School, the Relationships and Sex Education curriculum centres on three main statutory elements:

- **Personal and Social Skills:** Building assertiveness, identifying coercion, resisting online peer pressure, and developing communication boundaries
- **Attitudes and Values:** Promoting self-worth, respect for biological sex and protected characteristics, understanding online safety, and appreciating diverse family structures without political bias.
- **Knowledge and Understanding:** Factual learning about physical development, digital safety (including the risks and illegality of AI-generated sexual imagery and deepfakes), consent, and mental well-being.

The aims of relationship and sex education at our school are:

- **To safeguard pupils** by providing them with the practical skills to recognise healthy vs. unhealthy relationships, spot grooming or exploitation, and confidently report harm both online and offline.
- **To empower communication** by teaching clear mechanisms for expressing consent, recognizing the boundaries of others, and overcoming the vulnerabilities associated with autism and learning difficulties.
- **To deliver digital literacy** that enables students to safely navigate modern internet risks, including online extortion, cyberbullying, exposure to explicit materials, and AI-manipulated content.
- **To foster emotional resilience and self-esteem** by embedding health and mental well-being education that addresses self-care, change, and emotional regulation.
- **To prepare students for adulthood** by cultivating the long-term independence, social confidence, and relational skills required for fulfilling life after school.

The aims of relationship and sex education at our school are:

Personal and Social Skills

- Help students develop feelings of self-respect, confidence and empathy
- Increase students' self-esteem
- To understand that people with different religions, cultural differences and ethnicity may have different views, and how these should be discussed in an atmosphere of tolerance and acceptance
- Develop respect and care for others
- To help young people to understand stable and loving relationships, respect, love and care
- Provide a framework in which sensitive discussions can take place

Attitudes and values

- Create a positive culture around issues of sexuality and relationships
- Explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- Develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others

Knowledge and understanding

- Teach students about sex, sexuality and sexual health
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide accurate information about, and understanding of, RSE issues
- Dispel myths
- Develop an understanding of the risks of teenage pregnancy and sexually transmitted infections
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment
- Know how the law applies to sexual relationships
- To enable students to recognise the physical, emotional and social implications of sexual behaviour and recognise that the responsibilities in relationships are shared by every individual

Students who have been identified as particularly vulnerable (for example due to previous experiences or trauma), will have their RSE needs addressed accordingly and on an individual basis.

The aims above are in line with our whole school curriculum intent. These will ensure that our students have a future where they are able to develop positive relationships, express their wants, needs and emotions and acquire the social skills to live as independently as they can.

8. Equal Opportunities

We value equality of opportunity. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected

characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

9. 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 social and spiritual aspects are included in religious education (RE).

Staff are responsible for:

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

Students

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

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established within the class which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Partnership with Parents

Working in partnership with our parents and carers is a very important strand of effective RSE. Parents of pupils with SEND may face challenging issues at home that are relevant to RSE. Working in partnership with parents also helps to achieve consistency across home and school and can contribute to parents positively supporting their child's independence and successful journey to adulthood.

10. Parents' right to withdraw

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of

withdrawal from the science, relationship or health education curriculum, which includes understanding the adolescent body.

Parental withdrawal applies up to three terms before a pupil is sixteen, at this point the pupil can decide for themselves. If a parent wishes to discuss withdrawal, they should discuss this with the Head of Student Learning. We would encourage parents to discuss any concerns at the earliest opportunity.

The Head of Student Learning will help parents identify and discuss the impact and implications of withdrawal for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented and they may be asked to put their request in writing. Resources and information regarding further support and help will be made available