



Relationships and Sex Education (RSE) Policy

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1. Introduction

RSE at Fairlight Glen Independent Special School forms a natural part of our wider PSHE curriculum and sits firmly within our mission of helping pupils understand themselves, others and the relationships that shape their lives. Many pupils arrive having had difficult or disrupted experiences in previous educational settings, and our approach reflects this. We believe strongly that before meaningful learning can take place, pupils must feel safe, respected and valued for who they are.

As with PSHE, our RSE curriculum is guided by the school values of **Trust, Respect, Learn, Grow**, which sit at the heart of everything we do. These values help pupils develop confidence in themselves and in the adults who support them, and they underpin the calm, steady and relational climate in which RSE is taught. Our aim is to ensure that pupils develop the knowledge, understanding and self-awareness they need as they move through adolescence and into adulthood, building a foundation for healthy, respectful and safe relationships.

2. Statutory and Regulatory Framework

This policy is written in accordance with:

- **Independent School Standards (ISS)**, including:
 - Part 1: Quality of Education
 - Part 2: Spiritual, Moral, Social and Cultural (SMSC) development
 - Part 3: Welfare, Health and Safety of Pupils
 - Part 6: Provision of Information
 - Part 8: Leadership and Management
- **DfE Statutory Guidance for Relationships Education, RSE and Health Education (2019, updated 2021 and 2025)**
- **Children and Social Work Act 2017** and related RSE regulations
- **Keeping Children Safe in Education (KCSIE)**
- **Equality Act 2010**

RSE remains part of our compulsory PSHE offer for secondary-aged pupils, and its delivery reflects both statutory requirements and the needs of our learners.

3. Aims of RSE

RSE at Fairlight Glen aims to ensure pupils:

- Build healthy, respectful relationships with others



- Understand consent, boundaries and personal safety
- Develop emotional literacy, self-awareness and confidence
- Learn how to stay safe online and offline
- Understand body changes and puberty at a pace appropriate to them
- Recognise the features of safe and unsafe relationships
- Respect difference in families, identities and backgrounds
- Learn how to seek help when they feel worried or unsafe
- Develop communication and decision-making skills that support independence

These aims mirror our whole-school commitment to helping pupils grow into young adults who feel secure in themselves and able to form relationships grounded in trust, communication and mutual respect.

4. Curriculum Content

RSE is woven through our PSHE programme and follows a spiral approach, returning to core ideas as pupils mature and as their emotional readiness develops. Content is adapted sensitively to pupils' developmental stage, SEMH needs and communication styles.

4.1 Relationships Education

This includes:

- Respectful friendships
- Communication skills and emotional understanding
- Consent, boundaries and personal rights
- Families and the diversity of family structures
- Identity, inclusion and respect for difference
- Bullying, conflict resolution and help-seeking
- Online behaviour, digital safety and recognising risks

4.2 Sex Education

Sex Education is provided for secondary-aged pupils and may include:

- Puberty and physical changes
- Menstrual wellbeing
- Reproductive knowledge
- Understanding sexual feelings and development
- Sexual health (age- and needs-appropriate)
- Managing pressure, exploitation and unsafe situations



Sensitive topics are introduced gradually, with opportunities for pupils to ask questions in private or in small, nurturing groups.

4.3 Health and Emotional Wellbeing (linked to RSE)

Although Health Education is not statutory for independent schools, we include it because it supports pupils' capacity to engage meaningfully with RSE. Topics include:

- Mental health and strategies for emotional regulation
- Healthy lifestyles, sleep and hygiene
- Managing stress and anxiety
- Identifying trusted adults and sources of help

5. Teaching and Learning Approach

5.1 Trauma-Aware and SEMH-Informed Practice

RSE at Fairlight Glen is delivered using the same trauma informed and relational approach described in the PSHE policy. Lessons are:

- Calm, predictable and structured
- Delivered in small, nurturing groups
- Built around trust and relational safety
- Supported with visual aids and clear routines
- Adapted sensitively to emotional readiness

Pupils are never rushed; instead, they are supported to explore ideas gradually, with opportunities for private reflection and one-to-one discussion when needed.

5.2 Personalisation

As with PSHE, RSE is personalised to each pupil's:

- Developmental level
- Cognitive understanding
- Emotional readiness
- Communication needs
- Prior experiences

The curriculum is adapted according to need and, if personal experiences and/or circumstances require it, the school will bring in an external expert to deliver teaching of some parts of the curriculum.



5.3 Impartiality and Balance

Teaching is factual, balanced and free from political or ideological bias. Pupils learn that people's families, identities and relationships may differ, and that these differences should be met with kindness and respect.

6. Safeguarding

Safeguarding is central to RSE. Throughout the curriculum, pupils learn:

- How to recognise unsafe or uncomfortable situations
- How to understand consent and personal boundaries
- How to stay safe online and offline
- How to respond to peer pressure or manipulation
- How to identify trusted adults and ask for help

All staff follow the school's Safeguarding and Child Protection Policy, ensuring that concerns arising in RSE lessons are responded to promptly and appropriately.

7. Working With Parents and Carers

Fairlight Glen recognises parents and carers as a child's primary educators. We:

- Consult parents when shaping RSE content
- Share curriculum information on request
- Welcome discussion about any aspect of RSE
- Respect the legal right to withdraw pupils from the **sex-education** elements of RSE (but not from Relationships Education)

Parents/carers are encouraged to speak with us about any questions or concerns they may have.

8. Staff Training and Responsibilities

All staff involved in delivering RSE receive training in:

- Trauma informed and SEMH-informed practice
- Safeguarding
- Inclusive and accessible RSE delivery



The RSE/PSHE Lead oversees planning, resources and quality assurance. Teachers ensure lessons are accessible, inclusive and developmentally appropriate. Leaders ensure statutory and ISS compliance.

9. Monitoring and Review

RSE is reviewed annually to ensure it remains relevant, evidence-based and responsive to pupils' needs. Monitoring includes:

- Lesson observations
- Pupil voice
- Staff reflections
- Safeguarding information
- Curriculum review

Feedback informs our ongoing commitment to providing an RSE curriculum that supports pupils' wellbeing, safety and personal growth.