Relationships and Sexuality Education Policy (RSE)

March 2026

This Relationships and Sexuality Education (RSE) Policy has been written in line with Welsh Assembly Government (WAG) Statutory Guidance, the RSE Code and Legislative Summary.

Updated March 2026

RSE

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1. Aim

Amberleigh Care is a centre of excellence for young males who have exhibited inappropriate or harmful sexual behaviours. We use researched and evidenced based practice models, underpinned by specialist trained staff, to deliver stable placements with best outcomes.

Our aim is to provide a safe place where young people can experience consistent and secure boundaries which support individual growth and achievement. Our therapeutic programme is multisystemic in nature, with care, education and therapy departments working collaboratively to support the individual treatment goals identified for each young person, with smooth and supported transitions through full care pathways.

2. Education

The main aim for our on-site school is to enable each young person to realise their potential, as we recognise that every young person is unique. We believe that helping pupils to develop an individual, bespoke and clear post 18 pathway plan is crucial to their secure engagement in their teaching and learning. Our commitment is to provide a personalised and inclusive learning programme where the focus is on developing knowledge and skills that help young people progress along their learning pathways. All of our young people have individual needs; therefore we cater for educational, emotional and social development. The Individual Development Plan (IDP), Education Health Care Plan (EHCP) and one page profiles reflects the needs of each young person which are developed from a range of integrated educational assessments. Created in collaboration with the young person, the plans address personalised targets, support success and guide progress. The curriculum is firmly rooted in a therapeutic approach which is delivered in a creative and flexible way.

Our education department sees great value in the Accreditation Model. We believe all young people have a wide range of abilities, skills and talents, and we want them to achieve recognition for these aptitudes. Young people at our schools have the opportunity to study and gain accreditation for a range of subjects at GCSE, BTEC and Entry Level. Golfa Hall is approved by National Assembly for Wales. The school is also registered as examination centres with several national awarding bodies. We are able to help young people further to transcend into adult life by supporting them with work experience placements, voluntary and community work, college courses and career choices through careers information, advice and guidance.

3. Legislation on RSE and the Equality Act (2010)

Relationships and Sexuality Education (RSE) is a statutory requirement in the new Curriculum for Wales framework and is mandatory for all pupils. The RSE Code is issued in legislation under Section 8 of the Curriculum and Assessments (Wales) Act 2021, and clearly states the legal mandatory requirements for RSE which schools and education provisions have to deliver.

Key points are:

- RSE is mandatory for all pupils from ages 3 to 16 in Wales.
- Parents/carers are no longer allowed to withdraw their child/young person from RSE.
- Schools will design their own RSE Curriculum, but the content has to be set within the context of these broad and interlinked learning strands:
    - **Relationships and identity**

    • the range of relationships that human beings have throughout their lives

    • how identity can be shaped by our relationships and sexuality

    • the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

    - **Sexual health and well-being**

    • learning about how living things grow, reproduce and have a life cycle

    • developing an understanding of the human body, including people's feelings about their bodies and how these can be represented

    • the health issues related to relationships and sexuality

    • an understanding of how sexuality and sexual health affects our well-being.

    - **Empowerment, safety and respect**

    • learners' rights to safety and protection and freedom from harm and discrimination

    • how and where to seek information, help and support

    • how to support and advocate for the rights, fair treatment and respect of all

These strands allow Amberleigh Care to design and develop a curriculum tailored to our learners, making connections and developing authentic contexts for learning across the curriculum.

To assist schools and settings in their planning of RSE, these themes are interwoven into the learning strands. Across the learning strands, curriculum content in RSE must be inclusive and reflect diversity. It must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives. Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to the learning.

The Act requires that the RSE schools provide must be developmentally appropriate for learners. This means schools and settings must take account of a range of factors

including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development.

At Amberleigh Therapeutic School the phases are divided amongst the following stages within the PSE curriculum:

- Phase 1 – Stage 1
- Phase 2 – Stage 2 and 3
- Phase 3 – Stage 4 and 5

This RSE Policy aligns with the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils on the basis of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools/education provision must also make reasonable adjustments to alleviate disadvantage. Amberleigh Therapeutic School recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within our community and between all stakeholders.

4. Summary of Curriculum

The purpose of this RSE Policy is to provide all stakeholders at Amberleigh Care with information about our Relationships and Sexuality Education (RSE) provision. High quality RSE allows for all pupils to grow and develop in a safe environment to understand how to become healthy adults who are able to be critical thinkers, whilst developing positive and healthy relationships with others. It is important that pupils are able to explore, develop and nurture positive attitudes towards equality, gender diversity and respectful relationships, and this RSE Policy supports wider approaches to preventing violence against women, domestic abuse, and sexual violence (VAWDASV updated December 2025), harmful sexual behaviours, and peer-on-peer harassment and abuse.

Students who attend our setting due to displaying inappropriate or Harmful Sexualised Behaviours (HSB), therefore our RSE curriculum is dealt with sensitively within our therapeutic community, as topics can often be triggers for some pupils.

Within our community, RSE is delivered in an integrated approach between care, therapy and education. RSE is tracked, monitored and evaluated through quarterly board meeting reviews. There is a professional from care, therapy and education at each of the meetings. The topics covered in the pupils' individual link worker sessions are dependent on the pupil's therapeutic needs at that time, these topics are decided within the board meeting reviews. These topics are overseen by school and resources provided when required.

Issues around the following topics are included:

- Domestic abuse

- Sexual violence and exploitation
- Sex and healthy relationships
- Protected characteristics

Within the school we dedicate time to embedding a RSE curriculum within tutorial and intervention sessions. Students at our setting have a tutor, who they will spend two intervention sessions a day with. Through seeing their tutor on a daily basis, students build a positive and trusting relationship with their tutor in a classroom which is familiar and feels safe to them, their tutor delivers dedicated PSE sessions with RSE embedded throughout during two intervention sessions one day a week.

Three out of the six themes within our PSE curriculum, link strongly to the strands within RSE, these themes are;

- Healthy me
- Relationships
- Changing me

Within each of the themes, there are six sessions, teachers are able to expand on these sessions if they felt it is needed to support the students understanding, or whist working through the key themes, students will be encouraged to use their 'pupil voice' to share any learning areas they would like to develop their knowledge in for example looking in more detail at the Equality Act for Protected Characteristics.

Each of the themes end with a summative assessment, which ensures the students have sustained the learning through the topic. and at the end of the theme students will complete a summative assessment booklet.

Any concerns regarding a student's engagement are also shared with the PSE lead, SLT and therapists, where necessary the Safeguarding process may need to be followed.

The Relationships and Sexuality Education (2022) three Strands and the Phase learning outcomes are clearly linked per theme on Amberleigh Therapeutic Schools PSE Medium Term Plans.

5. Responsibility for RSE

In line with a Whole-School Approach, RSE is everyone's responsibility at Amberleigh Therapeutic School. However, the PSE Lead and Headteacher have specific roles to ensure the successful implementation of RSE and a safe environment for all pupils. For example, providing resources to teachers, discussing topics and sharing subject knowledge, completing learning walks, as well as monitoring the tracking systems and students' workbooks.

6. Safeguarding and Confidentiality

The RSE curriculum at Amberleigh Therapeutic School, supports pupils to be able to develop their knowledge, awareness and understanding on how to recognise discriminatory behaviours, harmful sexual behaviours, unhealthy and abusive/violent

relationships, whilst ensuring that all pupils develop an understanding of what consent is.

It is important that all school staff receive the appropriate Safeguarding Training and understand that they have a duty to follow the Safeguarding policy at Amberleigh Therapeutic School, if there is suspicion that a pupil may have suffered or be at risk of suffering significant harm.

Good quality RSE delivered in an inclusive and safe environment could lead to an increase in disclosures from students. It is important that pupils are sensitively informed that school staff cannot guarantee confidentiality if they disclose anything to them, as staff have a duty to care for them and to report anything which causes concern.

It is important that pupils are supported adequately by an appropriate member of staff. If a Safeguarding concern is suspected or identified, staff must ensure that they immediately notify the School's Designated Safeguarding Person (Headteacher – Sioned Davies), or the Deputy DSP (Deputy Headteacher – Alison Adams) in their absence, whom will be responsible for taking the appropriate action. It is never the responsibility of staff to disclose pupils' sexual orientation or gender identity to others without their permission. Where appropriate, safeguarding leads may liaise with a range of agencies as part of this safeguarding process.