Amberleigh Care

Better | Together

Relationships and Sex Education Curriculum Policy

September 2026

Opportunities, Aspirations, Knowledge, Success

Intent

Legislation

We are required to teach Relationship and Sex Education (RSE) through our PSHE curriculum. Current regulations and guidance from the Department for Education (2020) require that all schools deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). We use the PSHE Association as a nationally accredited local programme to support the delivery of our curriculum.

Guidance that informs our RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated 2021, updated 2026)
- Secretary of State's 2000 guidance on SRE
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (2022)
- Section 10: Schools Inspection Act (1996). Updated SIF (2000)
- Children and Social Work Act (2017)
- Education Act (1996)
- Equality Act (2010)
- PSHE Association

Aims

Amberleigh Care is a centre of excellence for young males who have exhibited inappropriate or harmful sexual behaviours. Effective sex and relationship education is essential for our young people to reduce risk and make responsible and well informed decisions about their lives. The objective of our sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help our young people learn to respect themselves and others and move with confidence from adolescence into adulthood. Our effective RSE curriculum is appropriately set for the age and maturity of our students – with significant recognition considered for their previous experiences and trauma.

Relationships and sex education is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the glamorising or encouraging of sexual orientation or sexual activity – this would be inappropriate teaching.

Our curriculum is designed to support students in developing their self-esteem, confidence and empathy, with an understanding and responsibility for their own actions.

It has three main elements:

- Attitudes and values
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;

  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas; and
  - developing critical thinking as part of decision-making.
- Personal and social skills
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse.
- Knowledge and understanding
  - learning and understanding physical development at appropriate stages;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships;
  - learning about contraception and the range of local and national sexual health advice, contraception and support services;
  - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
  - the avoidance of unplanned pregnancy.
  - To understand about seeking and giving permission in different situations and the law relating to sexual consent.

Implementation

Curriculum Design

RSE is embedded into our PSHE curriculum and compliments learning in Science, Religious Education and through individualised Therapy. Latest guidance and recommended resources are utilised in the planning and delivery of the RSE programme from the PSHE Association, Respect Yourself Curriculum, NSPCC and the Disrespect Nobody Curriculum.

Our PHSE curriculum is divided into the following categories:

- Health and wellbeing
- Relationships
- Living in the wider world

These topics cover statutory guidance for Relationships and sex education (RSE) and Health education 2026 from the DfE. We also incorporate Careers Education and Economic wellbeing across the academic year.

Our RSE curriculum is delivered through a range of teaching methods and interactive activities such as discussion, Lego therapy, drama, drawing and a variety of written tasks including leaflets, posters, letters and mind maps. Materials used in school are in accordance with the PSHE framework and the law.

We ensure RSE is inclusive, and meets the needs of all our students, by considering their experiences, risk assessments, Placement Plans and Personal Centred Profiles. We ensure

RSE fosters gender equality and LGBTQ+ equality by ensuring lesson resources and discussions are representative of all relationships, genders and sexual orientations.

RSE Implementation

Learning outcomes are taken from The Oaks PSHE Curriculum Scheme of Work, which is divided into four progressive pathways. We teach PSHE at a level that is appropriate to the needs and ability of our individual students but ensure outcomes are relevant to the age and stage that they are developmentally.

This covers statutory secondary sex education for secondary schools but with an individualised approach based on students previous experience, trauma and accessibility. This is a broad and balanced curriculum which consists of the skills, knowledge and understanding we believe are important for our young people to function independently and safely in society. How these are taught, and over which timescale varies depending on each individual student's needs and teacher's medium-term planning is personalised to reflect this.

Lessons are differentiated to support students with special educational needs or disabilities and teachers work closely with the therapy and care team to identify gaps in knowledge.

Roles and Responsibilities

Before delivering this curriculum, RSE training is received through the PSHE Association ensuring the curriculum is planned and delivered effectively. The RSE programme is led by the PSHE teacher, who creates an inclusive curriculum and ensures resources are accurate and appropriately meet the needs of our young people. The curriculum is closely monitored by the Head Teacher through regular supervisions and observations.

The role of the community at Amberleigh in the development of our young person's understanding about relationships is vital. The Therapeutic Community has the most significant influence in enabling our young people to grow and mature and to form healthy relationships. As a therapeutic school within a care home, we work closely with keyworkers and the clinical team, when planning and delivering these subjects. We ensure that parents and carers know what will be taught and when, and clearly communicate that they have the right to request that their young person be withdrawn from some or all of sex education delivered as part of statutory RSE. However, due to the nature of the placement it is strongly advised that all young people engage in RSE in order to reduce their risks and make progress.

Safe and Effective Practice

We ensure a safe learning environment by setting ground rules agreed between the teacher and students. Students are able to raise questions anonymously through the question box which is explained to them during their first PSHE lesson. Teachers work closely with the clinical team to allow students to be supported further, on an individualised basis, in weekly therapy sessions. Teaching staff are also supported through regular supervisions with the Head Teacher.

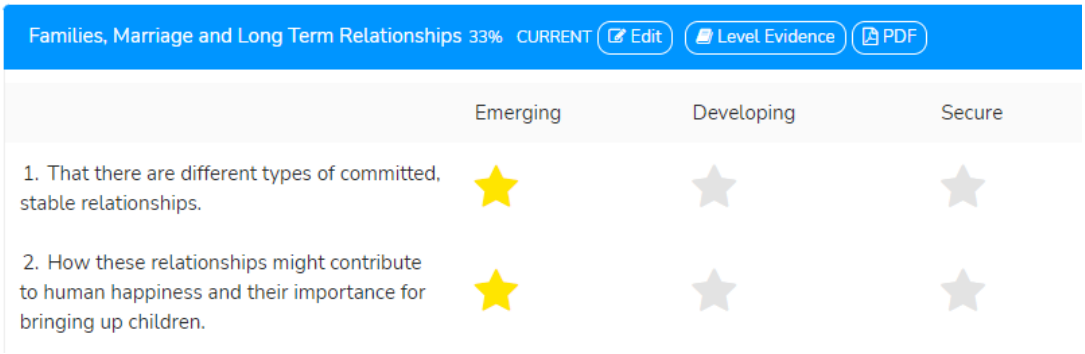
Safeguarding

Effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. This will be managed effectively following the schools Safeguarding Policy. As we have vulnerable students, protocols will be put into place to ensure they are fully supported. Both the care team and therapy team will be informed on the content of the curriculum and when it is being delivered, so we can support the students as a multi-disciplinary team. Any visitors contributing to the delivery of the RSE curriculum (e.g. local nurse) will be required to read the RSE Policy and Safeguarding Policy.

Impact

Learning is monitored and evaluated using summative and formative assessment. Students are encouraged to reflect on their own learning and progress, by completing self-assessments and end of unit assessments devised by their teacher.

Teachers assess learning outcomes from the Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) and this information is recorded on SOLAR, our online tracking tool, where observations, videos and completed work is uploaded as evidence.



Individual sexual health targets are set and reviewed each term at the student's board meeting with their individual key worker, therapist, designated LAC teacher and care manager which will be the focus of their key work sessions within the care home. We use this multi-disciplinary approach to reduce risk and help our young people to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Review Date

As part of effective RSE provision, the RSE policy will be reviewed annually to ensure that it continues to meet the needs of students, staff and parents/carers and that it is in line with current Department for Education advice and guidance. It is also available on our school website.

This policy will be reviewed in July 2027. It will be reviewed by the PSHE Lead and Headteacher. This will ensure it is meeting the statutory requirements and is up to date with the needs of the students.