



Tuition, Medical and Behaviour Support Service

Relationships and Sex Education Policy

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Responsibility:	Chloe Davies

Contents	Page
TMBSS Model	3
Detail of key TMBSS challenges to achievement	5
Subject specific curriculum implementations to address challenges	6
Context	8
Policy Statement	9
Other related policies and documents	9
Aims and objectives	10
Moral and Values Framework	10
Equal Opportunities statement	10
Content	11
The Law	16
KS3 Programme	17
KS4 Programme	19
Organisation	20
Monitoring and assessment	20
Specific Issues within RSE	21
Relationship and Sexual Health Guidance and Services offered individually to students in School	22
Dissemination	23
References and Key websites	23

TMBSS Curriculum Model

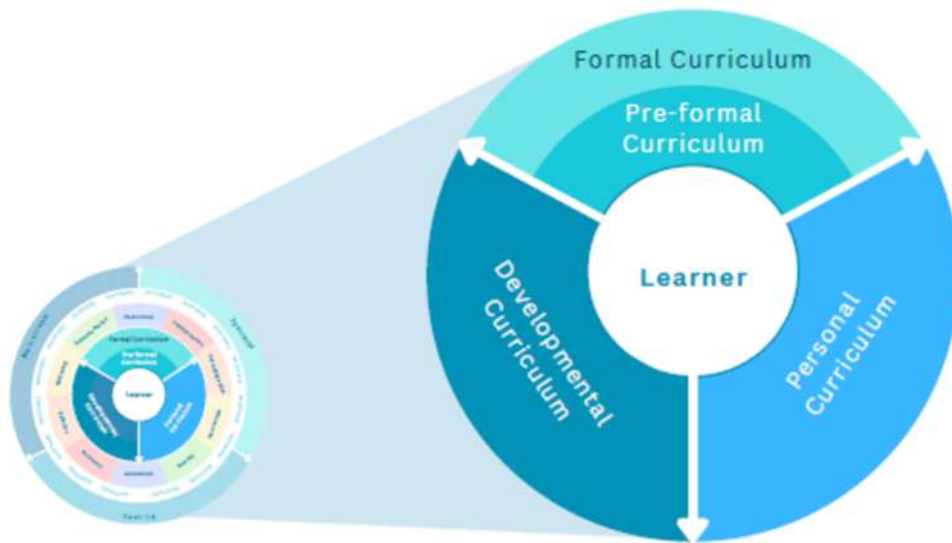
The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the 'World Ready' vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

A closer look at our curriculum:



Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

Detail of key TMBSS challenges to achievement	
Challenge number	Detail of challenge
1	Students join at any time during the school year and are with us for varying amounts of time. Some will stay with us for only a few months.
2	Students are sometimes taught in groups alongside students from a different key stage.
3	The starting point of each student differs, due to the transient nature of the student cohort and their differing prior knowledge. Some return to mainstream education and others undertake a period of assessment, before referral to the local authority for a place at a specialist provision.
4	Students start with a negative view of education as many students have been permanently excluded from at least one other educational setting or they have had difficulty accessing mainstream education.
5	Many students have significant learning gaps as they have a history of poor attendance and engagement with education. These pupils need to engage at a much earlier stage of development alongside a trusted adult.
6	Absence from education means that classroom routines such as remaining seated in a classroom, waiting to leave the lesson until agreed breaks, focusing on the lesson without external distractions have been lost.
7	Many students have undiagnosed SEN. They often present with challenging work avoidant behaviour until their barriers to learning can be diagnosed and they are supported to re access education.
8	Social communication skills are dependent upon trust for the adults and the relationship. Many students will only share their work, have a reciprocal conversation when they feel safe. On first joining TMBSS many pupils are angry and rejecting of others, hypervigilant and fearful to engage.
9	When dysregulated many students expressive and receptive language becomes limited and they resort to basic offensive descriptors and gestures to destroy the learning environment.
10	Before being available for learning, some students need their biological and physiological needs such as food, drink, warmth, and even sleep to be met.
11	Many students have experienced multiple ACE's which leads them to be at a significant risk of impairments across various cognitive functions, memory, attention and language/verbal ability; poorer academic performance and social outcomes.
12	When first joining TMBSS some students are in a crisis situation, due to issues such as their own or parental mental ill-health, exploitation, addiction problems or domestic violence within the home. These students are often unable to access their education until they have built trusted relationships within a safe environment and they can be signposted to outside agencies to receive support.

Subject specific curriculum implementations to address challenges		
Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
Planned reading intervention on basis of needs of individual pupils	Many arrive with reading ages lower than chronological and have limited engagement with reading. The service is determined that every pupil will learn to read, regardless of their background, needs or abilities. Students are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers). In PSHE, students complete a guided reading session every half term. This is to ensure students have access to a wide variety of subject specific texts.	1,2,3,5,7,10
All subject specific planning follows a formulaic sequence of learning but these often follow spiral or cyclical pathways to adapt to the changing student cohort	Students are able to access the most important knowledge or concepts that they need to know and focus on these.	1,2,3,5,10
Each Centre will deliver the set scheme of work that will be differentiated to meet the needs of individual students. This approach is used so that there is consistency in the teaching of RSE across all Secondary Centres.	Students start TMBSS at different times and stages of ability both academically and emotionally. Lessons are differentiated so that work is accessible to all students.	1, 2, 3,6
Due to the nature of TMBSS education setting Key Stage Three pupils have a placement that is reviewed over a period of time before moving onto a new provision. Within this time frame TMBSS have chosen Key PSHE and RSE topics to cover in an academic year to bridge pupils PSHE lessons.	Key topics are chosen which have been developed by both staff training and pupil voice. This is to ensure that they create a well-rounded curriculum which is also relevant to current issues our students face. This will ensure that students on shared placements or students who move from one Centre to another, do not duplicate work or miss any essential modules.	1,2,3,6,10

Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support via our safeguarding team and supporting agencies. Any disclosure from pupils will be managed following our school's safeguarding and child protection policy.</p>	<p>Students are signposted to support networks at the end of each lesson. Student discussions are encouraged and staff are well equipped and trained to manage safeguarding disclosures.</p>	<p>5,7, 9, 10</p>
<p>All staff at TMBSS are trained and made aware of Safeguarding and Child Protection policy, and know the signs they should look out for and the steps they should take if they have concerns.</p>	<p>Many of our students are in crisis when they start at TMBSS. Staff have had extensive training to enable them to safely manage any disclosures. PSHE covers many challenging topics and staff are equipped to manage any disclosures which may arise from these lessons.</p>	<p>7,8,9,10,11,12</p>
<p>Key Stage Three lessons assessment is formed in a baseline and formative assessment at the end of each topic. At Key Stage Four pupils complete a prior knowledge sheet that is revisited at the end of the topic to show progress and assessment.</p>	<p>Due to the nature of our service and that students start at different times in the academic year. Students in PSHE will complete a baseline assessment at the beginning of each topic. This enables staff to differentiate the work so that it's accessible and students are able to make progress.</p>	<p>1,2,3,4</p>
<p>The aim of Relationships and Sex Education (RSE) is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.</p>	<p>RSE curriculum ensures children and learners are taught how to recognise risk and know where to go for help when they need it. This equips students with relevant knowledge of RSE and PSHE so that they are 'world ready'.</p>	<p>7,8,9,10,11,12</p>

Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
The delivery of Relationships and Sex Education at TMBSS is part of a timetabled PHSE programme for both Key Stage Three and Four. The PSHE lessons at TMBSS's secondary are timetabled 1 lesson a week.	Having regular timetabled lessons, with the same member of staff teaching, enables both students and staff to build positive relationships and continuity. Where trust is created, students are more able to discuss challenging or sensitive issues around RSE. This enables a whole school approach to RSE and PSHE where health education is as important as the core subjects.	1,2,3,4,5,6,7,8,9,10,11,12
Enrichment activities are considered essential to academic success and social and emotional development and are given high priority.	Students gain the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life equipping students with the knowledge and cultural capital they need to succeed in life. PSHE is incorporated into the majority of enrichment activities, through relationship building, developing communications and social skills.	4,5,6,7,8,10,11,12

Context

Children and young people today are growing up in a complex and rapidly changing world, where their lives are increasingly shaped by both online and offline experiences. While this presents exciting opportunities, it also introduces significant challenges and risks. In this environment, it is essential that pupils are equipped with the knowledge and skills to make informed decisions about their wellbeing, relationships, and safety.

In response to these needs, the Department for Education has updated its statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (RSHE), which will be fully implemented from September 2026. Schools are encouraged to begin adapting their curriculum and policies in preparation. This guidance is issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996, and schools must have regard to it when delivering RSHE.

At TMBSS, we view RSE as a vital part of our Personal, Social, Health and Economic (PSHE) education. It supports pupils in developing healthy, respectful relationships and understanding the physical, emotional, and social aspects of growing up. Our approach places relationships at the heart of RSE, reflecting our commitment to inclusivity, safeguarding, and the promotion of positive values.

This policy has been developed in consultation with students, parents/carers, staff, and governors, and is informed by the latest guidance from the Department for Education and the

PSHE Association. It is reviewed annually by the PSHE coordinator Chloe Davies and is available on our school website.

Policy Statement

RSE is a lifelong learning process that involves acquiring knowledge, developing skills, and forming positive beliefs and attitudes about relationships, sexuality, and emotional wellbeing.

At TMBSS, our RSE provision is guided by the following principles:

- **Age-Appropriate and Evidence-Based:** Teaching is sequenced to ensure pupils receive the right information at the right time, with sensitive topics introduced in a developmentally appropriate way.
- **Safeguarding and Safety:** RSE plays a key role in safeguarding by helping pupils recognise unhealthy relationships, understand consent, and stay safe online and offline. New content includes education on misogyny, pornography, toxic online influences, and personal safety (e.g. water, road, and rail safety).
- **Mental Health and Wellbeing:** Pupils learn about emotional regulation, grief, loneliness, and how to seek help when needed. The curriculum supports resilience and self-efficacy.
- **Inclusivity and Diversity:** Teaching reflects the diversity of modern families and relationships, including same-sex parents, single-parent households, and kinship carers. Gender stereotypes are actively challenged.
- **Parental Engagement and Transparency:** Parents have the right to view all RSE materials and are consulted on curriculum development.
- **Teacher Expertise and Support:** Staff receive ongoing training to deliver RSE confidently and safely, including managing sensitive discussions and responding to pupil questions.
- **Curriculum Integration:** RSE is delivered through PSHE, science, and other subjects, ensuring coherence and progression across key stages.

In our TMBSS primary centres (PSHE and RSE Primary Policy) RSE lessons provide key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

In our secondary centres, teaching will build on the knowledge acquired at primary and develop further students' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables students to make responsible and informed decisions about their health and well-being. This policy aligns with the statutory requirements and reflects our commitment to preparing pupils for the opportunities, responsibilities, and experiences of adult life.

Other related policies and documents include:

PSHE Policy, Sexual Harassment Policy, Health Fitness and Wellbeing Policy, Food Technology Policy, Science Policy, Humanities Policy, Child Protection Policy, Equality Policy, SMSC Policy, E-safety Policy, GDPR Policy, Mobile Phone Policy, Preventing Extremism and Radicalisation Policy, Safeguarding and Child Protection Policy, Keeping Children safe in Education, ICT Policy, Behaviour Policy, Marking and feedback policy, SEND Policy, Careers policy and Teaching and Learning Policy .

Aims and Objectives

In addition to the Service's aims, this policy outlines the principles that all students are entitled to responsible and relevant sex education as a key element of PSHE. Relationship and Sex Education (RSE) is delivered in a way that encourages students to consider moral values and the importance of family life.

Aims

- To promote understanding of sexual attitudes and behaviours.
- To support the development of informed, reasoned, and responsible decision-making.
- To help pupils build self-esteem and self-confidence as a foundation for responsible and caring relationships.
- To foster a positive and confident attitude towards the physical, emotional, and moral aspects of sexual maturity.
- To raise awareness that relationships formed online and through social media may have different characteristics and can often be more extreme or exaggerated.

Objectives

- To increase knowledge and understanding of personal relationships, helping pupils recognise unhealthy relationships, understand consent, and stay safe both online and offline, including awareness of contraception and STIs.
- To encourage inclusive moral values, diverse modern family structures, religious beliefs, gender roles, and challenge stereotyping.
- To provide opportunities for students to reflect on their own and others' attitudes towards sexual activity and related issues.
- To promote awareness of peer pressure and support the development of assertiveness and confidence to resist it.
- To develop key personal skills such as listening, communication, empathy, consideration, and self-esteem.
- To raise awareness of sources of support and develop the skills needed to access them.
- To promote a strong partnership with parents.

Moral and Values Framework

The RSE programme at Tuition, Medical and Behaviour Support Service reflects the Service's ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, Service's and wider community.

Equal Opportunities Statement

The Service is committed to delivering Relationships and Sex Education (RSE) that is inclusive and accessible to all students. Our programme is designed to reflect and respond to the diversity of children's cultures, faiths, family backgrounds, and sexual orientations.

In line with the 2025 statutory RSE guidance and the Equality Act 2010, our curriculum actively promotes understanding and respect for the nine protected characteristics:

- Age
- Disability
- Gender reassignment

- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The RSE programme provides students with opportunities to explore and clarify attitudes and values related to gender roles, stereotyping, and the concepts of masculinity and femininity. It challenges societal assumptions—such as the passivity of females, women as homemakers, men as breadwinners, and men as aggressors—and encourages students to build self-esteem and develop informed decision-making skills.

We foster open debate in a friendly and caring environment, ensuring that all voices are heard and respected. All students have equal access to every aspect of the curriculum, tailored to meet their individual needs. Equal time and provision are allocated across all groups, with additional support provided where necessary, particularly for students with Special Educational Needs.

Students also have access to the TMBSS School Nurse, who delivers standalone RSE sessions, further supporting our inclusive and comprehensive approach.

Content

The RSE curriculum from the department of education for secondary education categories RSE into five subgroups:

Families:

Students should know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing, and their importance for bringing up children.
- Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
- That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.
- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust

Respectful relationships including friendships

Students should know:

- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
- What tolerance requires, including the importance of tolerance of other people's beliefs.
- The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
- Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
- The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
- Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online Safety and awareness (See E-safety Policy)

Students should know:

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. ⁹ For example, see Report Remove 16

- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
- That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

Students should know:

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
- That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
- How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
- How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
- The concepts and laws relating to sexual violence, including rape and sexual assault.

- The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The concepts and laws relating to forced marriage.
- The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships including sexual health

Students should know:

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
- The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- That some sexual behaviours can be harmful.
- The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.

- That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
- The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms.
- How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

The Law

“It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.” — DfE Relationships and Sex Education Guidance 2021

The 2025 statutory guidance reaffirms this principle and expands on the legal framework under:

- Section 80A of the Education Act 2002
- Section 403 of the Education Act 1996
- Children and Social Work Act 2017 (Sections 34 and 35) [\[gov.uk\]](https://www.gov.uk)

TMBSS will ensure that students are aware of the relevant legal provisions when appropriate topics are taught, including:

- Marriage (legal age, consent, equality)
- Consent, including the age of consent and the legal definition of sexual offences
- Violence against women and girls (VAWG), including harassment and coercive control
- Online behaviours, including image and information sharing (e.g. ‘sexting’, youth-produced sexual imagery, nudes) (*See E-Safety Policy*)
- Pornography, including the legal age of access and its impact on relationships
- Abortion, including legal rights and access in the UK
- Sexuality, including protection from discrimination under the Equality Act 2010
- Gender identity, taught in line with the Supreme Court ruling in *For Women Scotland*, which clarified that terms like “man” and “woman” refer to biological sex under the Equality Act
- Substance misuse, including legal classifications and consequences
- Violence and exploitation by gangs, including county lines and criminal grooming
- Extremism and radicalisation, aligned with the Prevent Duty

- Criminal exploitation, including coercion and trafficking
- Hate crime, including protected characteristics under UK law
- Female Genital Mutilation (FGM), a criminal offence under the FGM Act 2003

Delivery of RSE

Relationships and Sex Education is delivered as part of a timetabled PSHE programme in Key Stage 3 and 4, with:

- 1 hour per week of PSHE lessons
- Additional enrichment sessions and external programmes, such as:
 - *Below the Belt* (Shrewsbury Youth Team)
 - *Chelsea's Story* (Child Sexual Exploitation awareness)

The 2025 guidance encourages schools to use external providers where appropriate but requires transparency with parents and prohibits contractual restrictions that prevent parents from viewing materials.

KS3 programme

Students in Key Stage Three will follow the TMBSS Key Stage Three syllabus in PSHE, this will be a child centred programme with schemes of work developed to suit individual needs. This will cover the following areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World

During Key Stage three (year 7,8,9) students be taught these modules:

- Mental wellbeing
- Online safety
- The dangers of drugs, alcohol and tobacco
- Healthy eating
- Physical health and fitness
- Health and prevention
- Basic first Aid
- Families (RSE)
 - • Respectful relationships and friendships (RSE)
- Changing adolescent bodies (RSE)
- Intimate and sexual relationships including sexual health (RSE)
- Citizenship and British Values

Key Stage Three lessons at TMBSS's Bridgnorth, Oswestry, and Sundorne centres follow a one-year Scheme of Work. Due to the nature of the TMBSS educational setting, Key Stage Three pupils have placements that are reviewed over time before transitioning to a new provision. During this period, TMBSS has selected key PSHE and RSE topics to be covered within the academic year, ensuring continuity in pupils' PSHE education. The topics covered are as follows:

KS3 SOW topic (Behavioural centres)	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	Drugs, alcohol and tobacco	Families and Respectful relationships including friends	Mental wellbeing	Online safety/ Careers	Changing adolescent bodies and consent	Sex and relationships

Other topics are covered as enrichment sessions or covered in other subjects such as Health Fitness and Wellbeing, Food Technology, Science and Humanities. See Policies.

Key Stage Three lessons at Ludlow and Hook-A-Gate centres follow a two-year rotation Scheme of Work as pupils tend to have a longer programmes in TMBSS in these medical centres. The two-year Scheme of work is as followed:

Key Stage 3 Topic Medical Centres (Year 1)	Autumn 1	Autumn 2	ring 1	Spring 2	Summer 1	Summer 2
	Online safety	Mental wellbeing	Families	Respectful relationships including friendships	Introduction to diversity, prejudice and discrimination	Careers

Key Stage 3 Topic Medical Centres (Year 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drugs, alcohol and tobacco	Changing adolescent bodies Being safe (consent)	Intimate and sexual relationships including sexual health	Health and prevention And Basic First Aid	Careers	British Values

KS4 programme.

During Key Stage four (Year 10 and 11) students are taught these modules:

Autumn term 1						Autumn Term 2							
<i>Sex and Relationship Education</i>													
Prior knowledge and period poverty	Reproductive sex organs	Vulva, vagina and periods	Penis pressure and condoms	Contraception	STI's and sexual health	Progress check purple pen and guided reading	Healthy relationships	Unhealthy relationships	The role of intimacy and pleasure	Consent and sexual harassment	FGM	Relationships (including friendships) and break up resilience	Progress check purple pen and guided reading
Spring Term 1						Spring Term 2							
<i>Careers</i>						<i>Emotional wellbeing</i>							
Prior knowledge and why do we work?	Learning from careers and labour market information	Addressing each pupils needs	CV and cover letters	Interview and linking curriculum learning to careers	Payslips, budgets and mortgages	Progress check purple pen and guided reading	Prior knowledge and new changes	Reframing negative thinking	Recognising mental ill health and when to get help	Change loss and grief	Promoting emotional wellbeing and progress check purple pen		
Summer Term 1						Summer Term 2							
<i>Online Safety and Media Influence</i>						<i>Health and prevention</i>							
Prior knowledge and media influence	Send me a pic and online blackmailing	Impact of pornography	Media influence on body image and self esteem	Keeping safe online and cyber bullying	Gambling	Progress check purple pen and guided reading	Prior knowledge and healthy lifestyles	Substance use and assessing risk	Substance use and managing influence	Seeking help and sources of support	Basic first aid and CPR	Sleep hygiene	Healthy lifestyles and progress check purple pen

Centres will, as far as possible, teach the modules in the same order to ensure standardisation and facilitate the sharing of resources. However, this sequence can be adjusted depending on a child's experiences and abilities.

In addition to following the structured PSHE programme, students may occasionally raise topics related to PSHE. When appropriate, immediate responses are provided, as these spontaneous discussions can be valuable and should be encouraged.

Throughout PSHE, all students are actively encouraged to engage in discussions and debates in a positive and respectful manner. They are supported in exploring different opinions and considering alternative viewpoints.

TMBSS uses resources and training from the PSHE Association for the majority of its PSHE and RSE content. The materials and images used aim to reflect the age, identity, and cultural backgrounds of a diverse range of students. Students are encouraged to ask questions and seek advice and support from reliable and confidential sources, including parents, family members, Service staff, the CHAT service, and health professionals.

In Key Stage 3, students learn how positive relationships can support mental well-being, how to manage their feelings constructively, and how to navigate changing relationships. They are taught about the laws relating to sexual behaviour, how to develop assertiveness skills to resist peer pressure and stereotyping, and where to find advice and support.

In Key Stage 4, students learn to recognise the influences and pressures surrounding sexual behaviour, how to respond appropriately and confidently, and how to seek professional health advice. To support and supplement the science curriculum, students explore their knowledge, attitudes, and values in relation to HIV and other sexually transmitted infections, various forms of contraception, the risks of early sexual activity, and the links between sexual behaviour and the use of alcohol and drugs. Moral issues such as abortion, contraception, and the age of consent are also discussed.

All students are taught about online safety in the context of relationships and sexualised behaviours, including sexting, image sharing, and sexual harassment. This content is linked to the Safeguarding and Child Protection Policy, the Sexual Harassment Policy, the E-Safety Policy, and the KCSiE document.

Resources from the PSHE Association include up-to-date and relevant materials such as:

- 'Send Me a Pic' (NCA-CEOP)
- Family Life
- Fertility and Pregnancy Choices
- Medway Public Health Directorate: Relationships and Sex Education
- Medway Public Health Directorate: Managing Healthy and Unhealthy Relationships and Behaviours
- 'Growing and Changing'
- 'Every Mind Matters'
- 'Disrespect NoBody' – Preventing Teenage Relationship Abuse
- Alice Ruggles Trust: Relationship Safety
- Winston's Wish: Loss and Bereavement
- 'The Right Idea': Parental Separation and Children's Rights
- Working Out Relationships
- NCA-CEOP: Online Blackmail

Organisation

RSE is not delivered in isolation but is firmly embedded across all curriculum areas, including Personal, Social, Health and Economic (PSHE) education. In line with Ofsted recommendations, a specialist team has been identified to lead this work. Staff receive support, advice, and training on the materials used. Guidance is provided on answering difficult questions, differentiation, and single-gender working. RSE is taught in discrete, timetabled lessons and is also addressed whenever relevant issues or questions arise. If the timing is not appropriate, the member of staff will respond to the issue or question at a more suitable time.

The Tuition, Medical and Behaviour Support Service recognises the importance of training and support for staff delivering RSE. Appropriate CPD opportunities have been provided and taken up. Staff are encouraged to access relevant training and support to help them deliver effective RSE.

Monitoring and Assessment

In Key Stage 3, assessment is based on baseline and formative evaluations at the end of each topic. In Key Stage 4, pupils complete a prior knowledge sheet that is revisited at the end of the topic to show progress and inform assessment.

Key Stage 3 and 4 lessons are monitored using a tracking tool, which enables students' knowledge, confidence, and ability to access help and support to be identified and measured before and after delivery. This data is used to identify vulnerable pupils and track individual progress. Additionally, liaison with the CHAT service, targeted youth support, and the school nurse provides anonymous information to inform the programme and support coordinated pastoral care.

Specific Issues within RSE (Updated for 2025 Guidance)

Withdrawal

Parents and carers have the right to withdraw their children from all or part of the sex education provided by the Service, except for content that is part of the statutory National Curriculum. Those wishing to exercise this right are invited to meet with the Centre Manager to discuss any concerns and explore the potential impact of withdrawal on their child. Once a child has been withdrawn, they cannot participate in the RSE programme until the withdrawal request is formally revoked. Relationship Education has been compulsory since 2020, and students cannot be withdrawn from these lessons.

Materials are available for parents and carers who wish to supplement the Service's RSE programme or deliver RSE at home. Schools must also allow parents to view all curriculum materials used in RSE, including those from external providers.

Safeguarding and Child Protection

The Service has a separate Safeguarding and Child Protection Policy. Effective RSE may lead to disclosures of child protection concerns, and staff are trained to follow appropriate reporting procedures. Staff must also be aware of the increased emphasis on online safety and harmful content, including misogynistic material and unhealthy relationship models.

Confidentiality

Students are never promised confidentiality. However, sensitive information will only be shared if there is a risk of danger or harm. If a teacher or staff member believes a student is at risk, they will consult the designated safeguarding lead to determine appropriate actions. In such cases, the student will be informed.

Disclosures

If a staff member becomes aware that a student under the age of 16 is sexually active or contemplating sexual activity, the Service will ensure that:

- The student is encouraged to speak with their parent or carer, while recognising they may choose not to;
- Any safeguarding or child protection concerns are addressed;
- The student receives appropriate counselling and information;
- The Head of Service monitors the frequency of cases where information is handled without parental involvement.

Controversial and Sensitive Issues

Sensitive and controversial issues within RSE cannot be ignored. These topics are presented in a balanced and inclusive manner, free from sensationalism and personal bias.

Subjects such as contraception, abortion, homosexuality, and HIV/AIDS may arise as part of the planned curriculum or be introduced by students. A supportive environment will be fostered to facilitate open discussion. The use of accurate medical and scientific terminology, including correct naming of reproductive organs and body parts, is encouraged to promote understanding. Staff will also address and explore pupils' and society's use of slang, innuendo, and oppressive language.

Staff are aware that views on RSE-related issues vary. Topics are presented using a range of perspectives, and pupils are encouraged to form their own informed opinions while respecting differing views. Schools must not endorse any particular view on contested topics, such as gender identity, but should teach facts and law, including legal definitions under the Equality Act 2010.

Dealing with Questions

Both formal and informal RSE questions from pupils are answered according to the age and maturity of the student and the class cohort. Some questions may require individual responses rather than a classroom discussion.

The Service believes that teachers should use their professional judgement and refer to the Child Protection Coordinator if concerned. At the start of each module, a question box will be introduced to allow pupils to ask questions discreetly and anonymously. This mechanism also enables staff—both teaching and non-teaching—to acknowledge questions without feeling pressured to respond immediately. Clear ground rules will be established with the class to support and encourage open questioning.

Sexual Identity and Sexual Orientation

The Tuition, Medical and Behaviour Support Service believes that RSE should meet the needs of all students, regardless of their developing sexuality. Staff are expected to address sexual orientation honestly and sensitively, answer appropriate questions, and offer support. Homophobic bullying is addressed firmly and sensitively. RSE must be inclusive and respectful of all students, and schools must create safe spaces for discussion.

Mental Health and Suicide Prevention

The updated guidance includes new content on suicide prevention. Secondary schools are expected to have a clear plan for addressing this safely, ensuring staff are trained and equipped to support students effectively

Relationship and Sexual Health Guidance and Services offered individually to students in School

- Students are able to access confidential advice from the school nurse, the CHAT Service and the Service Staff within each Centre.
- Child Protection procedures are followed at all times.
- Confidentiality is upheld where appropriate although students are encouraged to talk with their parents/carers, they may choose not to.

Following the Frazer Guidelines the school nurse, assigned by the NHS, will provide the following services:

- Shropshire Condom Distribution Scheme (CDS)
- Chlamydia screening
- Emergency contraception
- Pregnancy testing
- Signposting to other services
- On-going individual support

Dissemination

All staff members and governors receive a copy of the policy. Training is regularly delivered to staff on the policy content. Copies are available from the Centres Administration office on request from parents. The policy is included on the Service website.

References and Key websites:

- www.teachernet.gov.uk/pshe
- www.psheassociation.co.uk
- Sex Education Forum (www.ncb.org.uk/sef)
- Harmful Sexualised Behaviour Policy
- KCSiE
- DfE