

1. Policy Statement

This policy sets out how the Write Time school delivers Relationships and Sex Education (RSE) for all pupils in line with statutory requirements from September 2026. The school approach is explicitly underpinned by Choice Theory (William Glasser), recognising that pupils' behaviour and learning are driven by five basic needs: Survival, Love & Belonging, Power, Freedom and Fun.

RSE at The Write Time school supports pupils to meet these needs safely and appropriately, enabling them to develop secure relationships, understand themselves, make informed choices, and prepare for adulthood. We are also conscious of the complex social and learning needs of our pupils, and the curriculum is adapted to the diverse cognitive, sensory, physical and communication profiles of pupil.

2. Aims of RSE at the Write Time

We are clear about our aims for our school community and the work on RSE aims to ensure that all of our pupils:

- Build safe, healthy and respectful relationships, supporting their need for Love & Belonging.
- Understand their bodies, boundaries, privacy and consent, meeting their Survival need.
- Develop skills in self-advocacy, emotional regulation and decision-making, strengthening their sense of Power.
- Explore identity, autonomy and independence in ways that respect their need for Freedom.
- Engage in learning that is meaningful, enjoyable and motivating, supporting their need for Fun.
- Prepare for adulthood through knowledge of health, sexuality, safety, independence and community participation.
- These aims align with statutory RSE content and with Glasser's principle that pupils learn best when their needs are met through strong relationships and internal control.

3. Meeting Statutory Requirements

The school delivers RSE in accordance with:

- Education Act 2002
- Education Act 1996 (section 403)
- DfE Relationships Education, RSE and Health Education statutory guidance (2026)
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010

Choice Theory strengthens compliance by ensuring pupils' needs (safety, protection, legal awareness) are met, and by promoting Freedom and Love & Belonging through inclusive teaching about families, relationships and identities.

4. Guiding Principles

Our RSE provision is built on the following principles, aligned with Choice Theory:

- Safeguarding first: Pupils' Survival needs are paramount.
- Developmentally appropriate teaching: Supports pupils' Power through mastery and competence.
- Repetition and reinforcement: Builds Power by strengthening understanding and confidence.
- Concrete, consistent language: Meets Survival needs through clarity and predictability.
- Whole-school relational approach: Ensures pupils experience Love & Belonging across all interactions.
- Respect for diversity and identity: Supports pupils' Freedom to understand and express themselves.
- Collaboration with parents/carers: Strengthens Love & Belonging through shared approaches.
- High-needs adaptations: Ensure pupils can meet their needs safely and appropriately.

These principles reflect Glasser's belief that strong relationships and internal control underpin learning and wellbeing.

5. Curriculum Content Delivery (Secondary)

5.1 Relationships

Pupils learn about:

- Families, friendships and trusted adults
- Respectful relationships and positive interactions
- Boundaries, consent and personal space
- Appropriate vs inappropriate touch
- Managing emotions and conflict
- Recognising unhealthy or exploitative relationships
- Online relationships and digital safety

5.2 Sexual Education

Delivered according to developmental stage:

- Puberty and bodily changes
- Sexual feelings and development
- Human reproduction
- Contraception and pregnancy
- Sexual health and accessing medical support
- Sexual orientation and gender identity
- The law relating to sexual behaviour, consent and exploitation

5.3 Health and Wellbeing

- Personal hygiene and self-care
- Mental wellbeing and emotional regulation
- Healthy lifestyles
- Drugs, alcohol and tobacco awareness
- Managing risk and staying safe in the community
- Independence skills and preparation for adulthood

6. SEND-Specific Adaptations

Adaptation of RSE for pupils at the Write Time is led through the therapies team and includes:

- Visual supports, symbols and objects of reference
- Social stories and scripts for personal care, privacy and boundaries
- Repetition and overlearning of key safeguarding concepts
- One-to-one or small-group teaching for sensitive topics
- Staff modelling of respectful interactions
- Explicit teaching of rules for touch, personal space and communication
- Tailored content for pupils with complex needs, and where needed, especial content and guidance for those requiring intimate care

These adaptations ensure pupils can meet their needs safely and develop internal control over their choices and behaviour.

7. Delivery and Teaching Methods

The Write Time weaves RSE throughout all curriculum delivery in the school and through the 'informal' curriculum – all the different interactions between pupils and adults. Delivery consists of:

- The taught PSHE curriculum with timetabled sessions which are adapted for each group and pupil. The curriculum is based on the PSHE Association Programme Builder for PSHE with specific Schemes of Learning.
- Tutor time every day and specifically themed days and events over the year with form groups and year groups working together.
- The work of the ODTs in leading the work on personal development through 1:1 sessions with pupils which is recorded and evaluated through the Personal Development Plans (PDPs). These allow for a personalised and adaptive application of the Choice Theory approach for pupils who have complexity around their social and personal needs.
- Work across the curriculum Cross – especially through sports science, ICT, PE, and PfA (Preparing for Adulthood) and through the interactions through the therapies team.
- Embedded daily routines (e.g., personal care, social interactions)

The Write Time School also ensures that all teaching and interactions are relational, consistent and predictable and based firmly on Glasser principles.

8. Safeguarding and Confidentiality

RSE is a safeguarding entitlement. Staff follow **KCSIE** procedures if disclosures arise.

Pupils are taught:

- How to identify trusted adults
- How to report concerns
- What confidentiality means and its limits
- How to recognise unsafe situations, grooming and exploitation (Survival)

Choice Theory strengthens safeguarding by helping pupils understand their needs and make safer choices.

9. Working with Parents and Carers

We work in partnership with families by:

- Sharing curriculum plans and resources
- Offering workshops and information sessions which are based around Choice Theory principles. This includes a focus on RSE at pre-induction and on
- Providing advance notice of sensitive content
- Respecting cultural and religious backgrounds while meeting statutory requirements
- We acknowledge that Parents/carers have a right to request **withdrawal from sex education** delivered as part of statutory RSE in secondary schools. We normally agree to this request up to **three terms before the child turns 16** and have regard to the **DfE statutory guidance (2026)** when considering withdrawal requests. See Appendix A – Pro-forma withdrawal letter for parents/carers.

This partnership supports pupils' **Love & Belonging** and ensures consistent messages across home and school.

10. Roles and Responsibilities

- Governing Body and the Proprietor: Ensuring compliance and alignment with Choice Theory principles. The role of the Governor representing WGIUK is especially important with regard to ensuring alignment
- Headteacher: Oversees implementation and relational culture and also ensures that the curriculum meets needs, that training is available to staff and that impact is monitored.
- Teachers and Support Staff: Delivering content consistently and model internal control.
- Parents/Carers: Engaging with the programme and support learning at home.

Clear roles create a stable environment that meets pupils' need and strengthens relational trust.

11. Monitoring and Evaluation

RSE is monitored through:

- Learning walks and lesson observations
- Specific monitoring through WGI UK external assessments (see roles and responsibilities)
- Pupil voice and engagement
- Parent feedback
- Safeguarding data
- Curriculum review against statutory guidance

Monitoring ensures pupils' needs are being met across:

- Survival (safety outcomes)
- Power (progress and competence)
- Love & Belonging (relationships and engagement)
- Freedom (autonomy and independence)
- Fun (motivation and enjoyment)

12. Publication

This policy is published on the school website in line with statutory requirements. Its Choice Theory foundation is visible in curriculum intent, implementation and impact.

Appendix A

Subject: Withdrawal from Sex Education Content Letter

Dear [Headteacher],

I am requesting that my child, [Child's Name], be withdrawn from **sex education** elements of the RSE curriculum.

I recognise that:

- **Relationships Education and relationships-focused RSE content are compulsory**, and my child will continue to access these;
- The statutory guidance requires RSE to be **accessible and developmentally appropriate for pupils with SEND**, and I appreciate the school's personalised approach;
- My request applies only to **non-statutory sex education**, in line with national guidance.

I would be grateful if you could outline how the school will provide appropriate alternative learning during these sessions.

Kind regards,

[Parent Name]