



regencysource
success through partnership

Relationships & Sex Education Policy

September 2023

Introduction:

The following school Relationships and Sex Education Policy has been established in accordance with the statutory legislation and advisory guidance.

Rationale and Ethos:

From September 2020, Relationships Education will be compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

As an alternative provision, we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of Personal Development Education (PDE). The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently not compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because 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). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a provision we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Regency Source are dedicated to ensuring all stakeholders feel supported in acquiring knowledge and guidance on essential topics.

Policy Development Process:

This policy was formulated in consultation with:

- Members of staff through agenda items, briefings and staff meetings.
- Children – pupils contribute to the ethos and culture of the provision through PSHE and student ambassador roles.
- Other partners including: Police, Health, Social Care.

Parental Rights to Withdraw:

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

If you have questions about the content covered or any concerns, please do not hesitate to contact: Matthew Thorne – Head of Alternative Provision (matt@regencysource.com)

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

A list of frequently asked questions with detailed explanations can be found here:

[Relationships education, relationships and sex education \(RSE\) and health education: FAQs - GOV.UK](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)
(www.gov.uk)

Roles and Responsibilities:

The Head of AP – has overall responsibility for the policy and its implementation and liaising with the proprietor, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The PDE / PSHE Lead will take responsibility for:

- Policy development and review involving pupils, staff, head of AP, proprietor, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme

- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

Aims and Objectives:

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way.

Staff Training:

RSE can be a sensitive issue and all staff involved in its delivery are provided with training via scheduled INSET sessions and a video training programme. Additional provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

Curriculum Design:

The RSHE curriculum adopts a holistic approach and is taught daily to maximise impact with the students on site. Lessons are short, discussion based with activities that allow access for all. The delivery of these sessions is also supported by:

- External providers – when appropriate
- Extended discussion times.
- Debates
- Specific sessions as required
- Links to other curriculum areas

The programme of study will be delivered to all students by:

- Dedicated selected staff supported by a variety of professionals, including where appropriate, the Safeguarding team, police, TECT Team, CEIAG with expertise in specific topic areas.
- The RSHE curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older
- Lessons are delivered to mixed-ability teaching groups

- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum science.
- The teacher will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement
- All teachers will endeavour to create a supportive environment for all pupils
- Pupils are regularly informed of who can offer confidential support and where they can access sexual health services
- Local data will be used to inform priorities for the school's RSHE programme – such as schools health profile
 - Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
 - Recognising and assessing potential risks
 - Fostering high self-esteem and positive decision making
 - Seeking help and support when required
 - Informed decision making
 - Self-respect and empathy for others
 - Recognising and maximising a healthy lifestyle
 - Managing conflict
 - Discussion and group work

Content:

Feeder primaries are contacted to ascertain an understanding of what pupils have covered prior to their transition to secondary. This ensures our spiral curriculum continues to support knowledge and skills acquired during primary school.

Autumn Term:

- Health and Wellbeing: Drugs, Alcohol and Mental Health
- Living in the Wider World: Setting Goals, Financial Decision Making

Spring Term:

- Relationships: Diversity, Healthy Relationships
- Health and Wellbeing: Emotional Wellbeing, Independence

Summer Term:

- Relationships: Building Relationships, Identity
- Living in the Wider World: Digital Literacy, Employability Skills, Work Experience (Y10 only).

The topics covered ensure students have the skills and knowledge to make well-informed choices, can effectively manage risk, understand safe sex and the implications of unsafe sex etc. In addition to the above, it is important for children to know what the law says about sex, relationships and young people. Teaching about the following will help pupils know what is right and wrong in law, but also

provide a good foundation of knowledge for deeper discussions about all types of relationships. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including.

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Harmful Sexual Behaviours
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- CCE
- CSE
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

Physical Health and Mental Wellbeing:

Building on what pupils have learnt at primary school, teaching will focus on enabling pupils to make well informed, positive choices for themselves. They will be taught about the impact of puberty, understand the physical and emotional changes and how these may impact on their wider health and wellbeing and what steps they can take to support their own health and wellbeing. By the end of their placement, pupils should know more about:

- Promoting mental wellbeing
- Mental health disorders
- Exam stress and anxiety
- Mental health first aid
- Online behaviour and safety
- Road safety
- Physical health and fitness
- Healthy eating and eating disorders
- Drugs, alcohol and tobacco
- New psychoactive substances
- 'Know your body' (cancer prevention)
- Basic first aid

Relationships and Sex Education:

If you require a full list of topics covered, please contact Matt Thorne – Head of AP at matt@regencysource.com

Managing Difficult Questions:

It is inevitable that controversial issues may occur as part of RSE, such as divorce, rape abortion, pornography etc. the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

Monitoring and Evaluation:

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Interim and end of unit valuation from pupils after specific topics
- Termly homework assessments (multiple-choice)
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Pupil feedback
- Annual PSHE Parent Panel

The PSHE curriculum is subject to annual Quality Assurance, comprising of lesson observations, work samples and student/staff panels. This ensures teaching and learning is monitored and all stakeholders are giving the opportunity to feedback their thoughts on improving the curriculum.

Confidentiality and Child Protection:

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

Links with other Policies:

- Safeguarding
- Peer on Peer Abuse
- Behaviour
- Anti-Bullying
- Online Safety
- SEND
- Inclusion
- Equality and Diversity

Useful Documents:

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- SEND Code of Practice
- Safeguarding: NSPCC PANTS rule with film.
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.
- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child
- Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.
- PSHE Association Programme of study for KS1-5
- Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons
- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.
- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).
- Schools may wish to draw on the Citizenship programme of study in their planning.

- Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.
- It includes school-age health profiles and young people's health profiles.
- The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.
- There are also early years health profiles.

Monitoring and Review:

The Senior Leadership Team will monitor the effectiveness of the RSHE Policy.

The RSHE Policy and all associated policies and procedures are subject to an annual review. In the event of any significant changes within the organisation e.g. changes in legislation and/or changes to management arrangements within this timeframe, Regency Source reserves the right to make whatever changes it deems appropriate.

Any updated policies and procedures will be made available on the shared drive.

Policy Created	26 th September 2023	M Thorne (Head of AP)
Policy Adopted	26 th September 2023	SLT
Policy Reviewed		