

Relationships and Sex Education (RSE) Policy

Releasing Potential Independent School



Approved by:

Teaching, Learning
and Standards Sub-
Committee

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July 2023

Relationships and Sex and Education (RSE) Policy

Statement of intent

Releasing Potential recognizes the entitlement of all students to receive Relationships and Sex Education which is current, meaningful and relevant. RP promotes and embeds a respect for diversity, encourages a sense of compassion and understanding of others and a deep respect for human worth and dignity. We recognize and respect every member of the school's culture religious values and sexual orientation. We also recognize that the advances of modern technology brings with it issues of safeguarding and we are committed to addressing online safety in its various forms.

We will ensure that relationships and sex education is accessible for all students. Delivery and resources will be differentiated and personalized to meet the needs of each student in preparation for adulthood and in line with the SEND code of practice. We will take into account that certain issues will require more of a focus and/or specialist intervention due to circumstances / events in students' lives.

Definition

The Sex Education Forum defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

Aims

There is widespread agreement that children and young people need to be able to recognize abusive behaviour and know how to seek help if they are worried about abuse or experience it.

RP believes that relationships education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT+ and gender equality in line with the Equalities Act 2010.

RP will provide a sex education programme tailored to the age and the physical and emotional maturity of the students. We determine the content of sex education and believe that this should ensure that boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born.

Sex education is delivered as part of our PSD curriculum and will enable students to understand puberty and the changing adolescent body.

Delivery of the RSE curriculum

Releasing Potential promotes a whole school approach to the delivery of RSE.

Our PSD curriculum covers Relationships, Health and Sexual Education in the following blocks:

Year group	Term	Topic	
7	Autumn	All about me	
		Making friends	
		Healthy living	
			Religious Education
	Spring	Puberty	
		Reproduction	
		Mental health	
		Anger management and emotions	
	8	Autumn	Peer pressure
Choices and consequences			
Bullying			
Crime and punishment			
Religious Education			
Spring		Friendship	
		Drugs and alcohol	
		Communication	
		Online risks	
9	Autumn	My place in the world	
		My pathway	
		Healthy living	
		Discrimination	
		Religious Education	
	Spring	E-safety	
		Extremism	
		Mental health	
		Dealing with emotions	
10	Autumn	Healthy living	
		Online safety including harmful content	
	Spring	STIs and pregnancy	
		Sexual orientation	
		Drugs and alcohol	
11	Autumn	Rights and responsibilities	
		Communication	
	Spring	Drugs and alcohol	
		Sex and relationships including consent	
		Sexual health	
		Sexuality and sexual identity	
			Bullying
	Summer	County lines	
Extremism and radicalisation			

RSE will be taught primarily within PSD but may also be delivered in Project as part of science or physical education sessions. Lessons may be taught as part of a discrete unit or may be embedded within other subjects.

Releasing Potential will have a flexible approach to delivery where a particular need or concern is identified.

Students will be signposted to appropriate support and services when required – this may include counselling, sexual health services and School Nurse.

Key Stage 3

At this age some students will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, diverse cultures and religious beliefs, the media and the effects of drugs and alcohol.

Key stage 4

At this age some students may either be sexually experimental and/or active or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, diverse cultures and religious beliefs, the media and the effects of drugs and alcohol. At key stage 4 students will be preparing to enter the wider world of work, training or further education and these topics will be contextualised to reflect this.

Key stage 5 (Post 16)

At this stage young people are at the legal age of consent and many will be in intimate relationships and may be interested in the challenges of long-term commitments and the qualities needed for successful relationships. They may be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception, and how this can be addressed. It's important that they understand more about gay, lesbian, bisexual or transgender. Young people at this age will need more information about sexual risk, pregnancy, sexual health, fertility and infertility. They may be keen to discuss gender stereotyping, violence, exploitation, the law and discrimination. Learning about the relationship

between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

Partnerships with parents and carers

Releasing Potential recognizes that parents and carers are crucial to the success of the RSE programme and we are committed to providing information about what is delivered as well as accessible opportunities for comment on policy and practice.

Parents retain the right to withdraw their child from sex education. A change brought in by the new guidance allows young people to opt into sex education from 3 terms before their 16th birthday. Parents will not have the option to withdraw their child from relationships or sex education at this point. Releasing Potential will keep a record of the process of dialogue with parents relating to requests to withdraw from sex education. If you wish to withdraw your child from sex education please speak to the Centre Manager at the school base where your child receives their education.

Confidentiality, safeguarding and child protection

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with students, making it clear that teachers cannot offer unconditional confidentiality and will report concerns to the Designated Safeguarding Lead as outlined in the Safeguarding Policy.

Assessing, recording and monitoring students' progress

We will ensure that assessment opportunities are built into the RSE programme and that RSE is assessed on skills and attributes as well as knowledge. Regular opportunities will be provided to enable students to reflect on their work and learning.

Student progress will be tracked by their tutors and will link with the school's tracking of PSD.

We will ensure that parents and carers are provided with feedback and information about students' learning in RSE.

The curriculum will be quality assured in a variety of ways including Teaching Evaluation and Review of Delivery, planning and work checking.

Roles and responsibilities

Students

- Students are expected to participate at their own level of engagement in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Alternative work on values and self-esteem will be given to students who are withdrawn from RSE.

Delivery staff

- Delivering RSE in a sensitive way
- Differentiating and personalizing delivery to the needs of the individual
- Modelling positive attitudes to RSE
- Monitoring and tracking progress
- Responding to the needs of individual students as they arise
- Responding appropriately to students whose parents or carers wish them to be withdrawn from the sex education components of RSE
- Take responsibility to attend CPD to ensure they are confident and have up to date knowledge and understanding

School SLT

- School SLT are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from sex education.
- Head of Education will provide regular access to training and development to ensure that staff are confident in their subject knowledge and delivery

Trustees/Teaching, Learning & Standards Sub Committee

- The RP Executive Leadership team and Trustees will approve the RSE policy and hold the school SLT to account for its implementation.

Links to other policies and documents

Health and Safety

Safeguarding

Bullying

Equality and Diversity

PSD curriculum