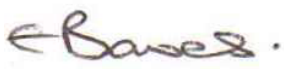




Relationships and Sex Education Policy

Version:	V1
Last review:	Sept 2021
Effective until:	31 August 2022
Next review:	June 2022 or when there is a significant change in circumstances, in work practices or the introduction of new legislation.
Lead	Tracey Daniel
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Signed	

Ethos

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotionally available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education'(Department for Education [DfE] 2019/20). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional and physical well-being of children, young people and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

Aims

The aims of Relationships and Sex Education (RSE) at Raise are to:

- Provide a framework in which sensitive discussions can take place
- Ensure young people understand how the law applies to sexual relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Explore the benefits of delaying sexual activity
- Prepare pupils for future sexual relationships by discussing consent and methods of contraception
- Teach pupils about the potential consequences of not using contraception including pregnancy and sexually transmitted diseases
- Teach pupils where to access support or advice relating to sexual health
- Help pupils to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach young people how to form and maintain positive relationships

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE forms part of our Personal Social Health and Careers Education (PSHCE) syllabus and includes topics such as healthy relationships, consent, contraception, sexuality, changes during puberty and healthy lifestyles. We have developed this curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. To see our RSE curriculum, refer to PSHCE topic overview.

RSE will be delivered by teachers and wellbeing staff within Raise.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board will approve the RSE policy and hold the SLT team accountable for the implementation.

The SLT team

The SLT team are responsible for ensuring that RSE is taught consistently across the organisation, and for managing requests to withdraw pupils from components of RSE.

The Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from aspects of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the SLT team.

Those responsible for teaching RSE are:

PSHCE Lead

Teachers

Senior intervention specialists

Teaching Assistants (TAs) and Wellbeing staff as appropriate

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing by the parent and addressed to the Proprietor. A copy of the withdrawal request will be placed in the pupil's educational record. The SLT team will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring

The delivery of RSE is monitored by the Deputy Principal, through:

- Lesson plan monitoring and learning walks
- Pupils development in RSE is monitored by class teachers as part of our internal assessment systems; comprising of quizzes and continuous assessments