




Relationships and Sex Education Policy

Version:	V4
Last review:	September 2024
Effective until:	31 st August 2025
Next review:	August 25 - or when there is a significant change in circumstances, in work practices or the introduction of new legislation.
Lead	Louise Bridge
Signed	

Raise Education and Wellbeing School takes its responsibility to provide relevant, effective and responsible relationship and sex education (RSE) very seriously. It is part of the school's personal, social, health and economic education (PSHE). The school wants parents and young people to feel assured that RSE will be delivered at a level appropriate to both the age and development of learners, and safe to voice opinions and concerns relating to the RSE provision. This policy was drafted by the Deputy Principal in consultation with the Headteacher and School Governors. Parents are given the opportunity to discuss this policy following consultation, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

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] 2021). 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 prepares young people for adult life, with 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.
- It is taught by knowledgeable and appropriately trained staff with any additional experts in certain areas to enhance and support the course where appropriate.
- Ensure that RSE is an integral part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
- The curriculum Leads and SLT works in partnership with parents and carers, by informing them about what the student will be learning throughout the year and about how they can contribute at home.
- RSE lead will aim to deliver lessons where pupils feel safe and encourages participation by using a variety of teaching approaches which are differentiated with opportunities to develop critical thinking and relationship skills.
- Ensure young people understand how the law applies to sexual relationships, including consent.
- 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 and the risks involved including STI's and health implications and unwanted pregnancy if not using contraception.
- Prepare pupils for future sexual relationships by discussing consent and methods of contraception.
- Teach pupils where to access support or advice relating to sexual health.
- Help pupils to develop feelings of self-respect, confidence, and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach young people how to form and maintain positive relationships.
- Information which is taught is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinions.
- The curriculum will promote safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- It will give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith, and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
- Includes learning about how to get help and treatment from sources such as a school nurse and other health and advice services, including reliable information online.
- Fosters gender equality and LGBT+) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities and seeks pupil's views and experiences in a freeing an open forum.

Definition

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 Economic Education (PSHE) 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.
- Developing positive working relationships with education settings and the community.

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).

Curriculum:

Our curriculum is outlined as per appendixes below, this is reviewed each year by the Lead and SLT. We try to ensure we adapt pupil voice to our curriculum and adapt where appropriate.

How the curriculum is adapted to SEND Pupils

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons. Re-visiting, re-enforcing, consolidating and generalizing previous learning, as well as introducing new concepts, knowledge and skills. Focusing on one aspect or a limited number of aspects within each stage. Re-visiting content through cross-curricular learning and/or through other activities in school

Pupils

Pupils are expected to attend relationship and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development. Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationship and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the Designated Safeguarding Lead (DSL) if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior leaders and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about. Regarding parents, the school expects parents to share the responsibility of relationship and sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

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 primarily PSHE teaching staff, pastoral and intervention staff as appropriate.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. When conversations in class become unprofessional it is the duty of the lead to manage discussions and outcomes of this appropriately.

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/ Carer using our right to withdraw form 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. Alternative work will be given to the students who are withdrawn from some units of RSE.

Monitoring

The delivery of RSE is monitored 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. Assessment matrices are in place to baseline and measure progress.
- Curriculum review.

	Half Term 1 Mental and Emotional Health	Half Term 2 Healthy Lifestyle	Half Term 3 Relationships and Sex	Half Term 4 Keeping Safe	Half Term 5 Living in the wider world: Economic wellbeing and Careers	Half Term 6 Living in the Wider World: Rights and Responsibilities, British Values and SMSC
Year 7/8 a	Transition and wellbeing: Coping with change; understanding Emotions; Self-esteem and resilience.	Healthy body: Personal Hygiene and puberty incl. periods; Dental Health, Exercise and fitness; Healthy Eating; cigarettes and vaping	Building relationships: Healthy relationships incl. romance, friendships and family; bullying; relationship boundaries and unwanted contact; Child marriage.	Keeping safe online: Influence of the media; fake news, misinformation and disinformation; online friendships and bullying; online grooming incl. through gaming	Developing skills and aspiration: Intro to careers and jobs; raising aspirations; different types and patterns of work; managing money.	British Values – Individual Liberty and Respect and Tolerance: Rights and responsibilities; human rights and the rights of the child; Diversity, prejudice, and bullying
Year 7/8 b	Managing emotions: Positive and negative feelings; Bereavement; What Affects My Emotions?	first aid: Responding to emergencies; basic life support; choking; asthma; bleeding; head injuries; CPR.	identity and relationships: Gender identity and sexual orientation; consent, 'sexting'; introduction to contraception; warning signs of unhealthy relationships and CSE	Becoming more independent: Managing influence; risk assessment; joint enterprise; Peer influence incl. drug and alcohol use; Gambling and its effects.	Community and careers: Equality of opportunity in careers and life choices; teamwork and enterprising skills; Being a critical consumer.	British Values – The Rule of Law and Respect and Tolerance: The criminal justice system; discrimination in all its forms, incl. racism, religious discrimination
Year 9	influences on mental and emotional health: Media and online influence; body image; peer pressure and experiences.	healthy lifestyle: lifestyle balance and healthy choices incl. pressure related to drug use; importance of sleep; access to healthcare incl. immunizations.	respectful and intimate relationships: Relationship values; Revisit consent; Starting/Delaying Sexual Activity, STIs, contraception and pregnancy; FGM	keeping safe: Risk taking behavior on and offline; online influencers and scammers; Financial exploitation online and in real life. Assertiveness; knife crime.	employability skills and setting goals: Career options; setting goals for KS4; employability and online presence; managing financial risks.	British Values – Democracy and Respect and Tolerance: Democracy and how other countries are governed; voting; the political system in the UK; Discrimination in all its forms, incl. disability discrimination, misogyny
Year 10	Understanding mental health: stigma; safeguarding health; coping strategies; anxiety, depression and specific mental health needs.	Making healthy lifestyle choices: Managing your own health incl. cancer prevention awareness; managing influences regarding health incl. substance misuse.	Healthy relationships: Relationships and sex Expectations; Consent and the law; pleasure and challenges, incl. the impact of the media and pornography.	Exploring influence: The influence and impact of peer relationships; role models and the media incl. social media; Peer abuse incl. discriminatory behavior.	financial decision making: Saving; borrowing; budgeting; personal finance, public spending and economic citizenship	British Values – Individual Liberty and Respect and Tolerance: Revisit discrimination in all its forms incl. LGBTQ discrimination and ageism; Being positive allies; free speech and hate speech.
Year 11	building for the future: Self-efficacy; stress management and future opportunities.; Recap coping strategies	Becoming independent: Balancing work, leisure, and exercise independently; importance of good sleeping habits; substance misuse recap and case studies; revisit CPR.	Communication in relationships: Personal values; assertive communication (incl. in relation to contraception and sexual health); relationship challenges and abuse incl. coercive control.	Addressing extremism and radicalization: Communities, belonging and challenging extremism; Discrimination in the media and its impact; Risk assessment, safety planning	Financial decision making: The impact of financial decisions and financial planning; income and deductions; debt; gambling; the impact of advertising on financial choices	EXAMES – NOT APPLICABLE

Unit	What the student should know how to:
Book 1 Level 1 Improving Physical Health and Wellbeing Level 2 Maintaining Physical Health and Wellbeing	Level 1 <ul style="list-style-type: none"> • Explain factors that influence physical health and wellbeing (A.P1) • Create a plan to improve physical health and wellbeing (B.P2). Level 2 <ul style="list-style-type: none"> • Research the factors that impact a healthy lifestyle (A.P1) • Discuss ways you can assist others to maintain a healthy lifestyle (A.P2). • Assess personal lifestyle (B.P3). • Develop personal goals and actions to improve a healthy lifestyle.

<p>Book 2 Level 1 Understanding Emotional Wellbeing</p> <p>Level 2 Appreciating Emotional Wellbeing</p>	<p>Level 1</p> <ul style="list-style-type: none"> Describe the importance of sharing personal emotions and feelings (A.P1). Identify the benefits and challenges when sharing personal feelings to others (A.P2). Describe the approaches you could take when sharing feelings with others (B.P3). <p>Level 2</p> <ul style="list-style-type: none"> Discuss the impacts of emotional wellbeing on self and others (A.P1). Review responses to change to ensure healthy emotional wellbeing (B.P2).
<p>Book 3 Level 1 Understanding the Role of Relationships in Social Health & Wellbeing</p> <p>Level 2 Developing Social Health and Wellbeing</p>	<p>Level 1</p> <ul style="list-style-type: none"> Summarises the impacts of relationships on personal wellbeing (A.P1). Review how personal skills can help build and develop relationships (B.P2). <p>Level 2</p> <ul style="list-style-type: none"> Explain how social relationships contribute to personal health and wellbeing (A.P1). Evaluate the importance of healthy social relationship behaviors (B.P2).
<p>Book 4 Level 1 Understanding Sexual Health and Wellbeing</p> <p>Level 2 Maintaining Sexual Health and Wellbeing</p>	<p>Level 1:</p> <ul style="list-style-type: none"> Outline factors that may influence the choice to enter into and continue an intimate relationship (A.P1) Identify personal skills and how they can influence intimate relationships (B.P2). <p>Level 2:</p> <ul style="list-style-type: none"> Discuss features of intimate relationships and the impact of these on wellbeing (A.P1). Explain potential risks of intimate relationships on personal wellbeing (B.P2).
<p>Book 5 Level 1 Developing Personal Identity.</p> <p>Level 2 Investigating Personal Identity.</p>	<p>Level 1</p> <ul style="list-style-type: none"> Explain factors that can impact on personal identity considering positive and negative influences (A.P1). Consider how personality types can help or hinder social interactions (B.P2). <p>Level 2</p> <ul style="list-style-type: none"> Describe factors that influence personal identity (A.P1). Examine how personal identity impacts on self and others (B.P2).
<p>Book 6 Level 1 Improving Personal Impact on the Environment.</p> <p>Level 2 Promoting Environmental Awareness.</p>	<p>Level 1</p> <ul style="list-style-type: none"> Describe an environmental issue and its impact (A.P1). Describe how you have contributed to environmental issues (B.P2). <p>Level 2</p> <ul style="list-style-type: none"> Describe an environmental issue and its impact (A.P1). Consider methods to help raise awareness of environmental issues with others (B.P2). Communicate ways others can engage with environmental issues (B.P3).
<p>Book 7 Level 1 Financial Commitments</p> <p>Level 2 Being Financially Aware</p>	<p>Level 1</p> <ul style="list-style-type: none"> Describe financial products and services that could help benefit health and wellbeing (A.P1) Explore a financial decision showing an understanding of choices (B.P2). Identify the associated risks of making a financial commitment (B.P3). <p>Level 2</p> <ul style="list-style-type: none"> Analyse sources of income including deductions on employment earnings (A.P1). Prepare a budget over a fixed period based on a scenario (B.P2). Discuss the impacts of sound budgetary management (B.P3).
<p>Book 8 Level 1 Produce a Personal Progression Plan</p> <p>Level 2</p>	<p>Level 1</p> <ul style="list-style-type: none"> Carry out a review of strengths and weaknesses (A.P1). Compile a short and mid-term progression plan (A.P2). Respond to feedback on your plan (B.P3). <p>Level 2</p> <ul style="list-style-type: none"> Explore a range of personal and professional progression opportunities (A.P1).

- Use tools and strategies to help inform your progression plan (B.P2).
- Produce your progression plan (B.P3).

Parent Withdrawal Form

To be completed by PARENTS/CARERS

Name of Child		School	Raise the Youth Foundation
Name of Parent /Carer		Date	

Reasons for withdrawing from sex education within relationships and sex education:

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Any other information you would like the school to consider

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Parent/ Carer
Signature

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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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