



**Progress
Schools**

**Relationship and sex
education (RSE) Policy**

2024/2025

Policy issue and updates

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole Document – new format and template used. Separated from curriculum policy	1	August 2021
Whole document – annual review	2	August 2022
Whole document - rebrand	3	February 2023
Whole document – annual review	4	August 2023
Whole document – annual review	5	August 2024

The following policy has been approved by the Senior Leadership Team and the Managing Director and Governing Board.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Executive Team: August 2024

Board signatory: 

Planned review: August 2025

1. Policy overview

- 1.1 This policy outlines our school's commitment to provide effective Relationship and Sex Education (RSE) for all students in support of that offered by parents/carers, who are the first educators of their children in this area.
- 1.1 It has been written regarding the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance and other relevant documents and statutory requirements.
- 1.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving secondary education.
- 1.3 The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school.

2. Scope – what is RSE?

- 2.1 RSE is lifelong learning about physical, moral, and emotional development. Through RSE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. Our key aim in providing RSE throughout the school is to safeguard our students.
- 2.2 During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

3. Why RSE is important in our school

- 3.1 At Progress Schools we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths, and lifestyles. The Senior Leadership Team and Wider Leadership Team also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there are effective safeguarding policies in place to safeguard and promote students' welfare.

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- 3.2 We have a duty to prepare our students for life in modern Britain and to keep them safe. Everyone has the right to learn and work safely. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others (see Behaviour and Anti-Bullying policy)
- 3.3 We acknowledge that not all parents/carers feel confident or comfortable talking to their children about this area therefore our work in school ensures that all students have the information they need to keep safe and make positive, healthy choices.

4. Key objectives

- 4.1 The key objectives of the school RSE programme are to:
- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
 - Make students aware of their rights especially in relation to their bodies
 - Enable the development of social and relationship skills and protective behaviours
 - Prepare students for the physical and emotional changes of puberty
 - Develop understanding of reproduction and birth within the context of loving and caring relationships
 - Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
 - Support students to use the internet safely and to recognise the benefits and risks that it brings
 - Develop students' skills around assessing risk and keeping safe
 - Enable children to gain the skills and understanding to support the development of healthy bodies and minds
 - Enable students to recognise and manage their emotions
 - Provide students with the knowledge and skills to access appropriate support
- 4.2 The RSE programme is based on the needs of students in the school with learning outcomes appropriate to their age, ability, and level of maturity. RSE will be firmly embedded within our broader curriculum areas, in addition to more focused learning through RSE sessions, and current affairs, where appropriate. Students will be helped to appreciate difference and to respect themselves and others.

5. Equality, diversity, inclusion, and support

- 5.1 We are required to comply with the requirements of the Equality Act 2010. Our school values diversity encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against students because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic. RSE will be accessible to all regardless of their gender.
- 5.2 Parents/carers are key partners in RSE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values. To support this process, we will ensure that parents are made aware of what will be taught through our induction meetings. We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.
- 5.3 Some students may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that planning is sensitive to their situations, and where appropriate, parents/carers will be consulted. A range of different families and relationships will be explored within RSE. All children whatever their identity, developing identity, or family background need to feel that RSE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended/blended family, and others.

6. The curriculum

- 6.1 Our commitment to the RSE curriculum can be seen in our decision to develop a whole school approach to focus on 'My Relationships', with sessions across the curriculum providing opportunity to impact on the key objectives of the RSHE curriculum. Our entire curriculum is designed to build resilience and relationships to allow our students to thrive.
- 6.2 Below is a list of topics covered by our RSE programme (delivered within lessons, current affairs or within daily relationships for learning time):
- My Relationship with Myself

- Confident Me
- Respectful Relationships with Friends and Relatives
- Families
- Intimate and Sexual Relationship
- Online Relationships
- Working Relationship
- Collaboration and the use of ICT

7. External speakers

- 7.1 Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

8. Right to withdraw

- 8.1 Parents/carers have the right to request that their child be withdrawn from some or all the sex education delivered within the RSHE curriculum. To request a withdrawal, the parent/carer must speak with the Head of School / Head Teacher.
- 8.2 If the Head of School/Head Teacher receives any such request during the year, a meeting will be held with the parent/carer and, where appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. All discussions will be recorded on School Pod. New students are provided the option to withdraw at induction as per the consent form.
- 8.3 As good practice, part of this discussion will include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead
- 8.4 Once discussions have been held, except in exceptional circumstances, we will respect the parent/carer's request to withdraw their child from sex education only, not relationship and/or health education. The student will be provided with purposeful education in place of sex education.
- 8.5 This process is the same for students with SEND. However, there may be exceptional circumstances where the Head of School /Head Teacher may want to

take a student's specific needs arising from their SEND into account when making this decision.

9. Consultation

- 9.1 Parents/carers of students who start mid-term, are consulted on the current curriculum and advised of it's contents at the induction meeting. The SOW is discussed and consent obtained.
- 9.2 A formal consultation goes out to all parents/carers at the end of the summer term to inform the curriculum for the following academic year.

10. Monitoring and Evaluation

- 10.1 The subject is monitored and evaluated through the following activities:
 - Curriculum review meetings
 - Student forums
 - Parental surveys
 - Work book scrutiny
 - Student progression and attainment data
 - Individual Education Development Plans – choices and wellbeing, relationships, and behaviour sections specifically
 - Annual review of policy and statutory guidance

11. Further information

- 10.1 If you would like to discuss our offer for RSE further, please contact the Head of School or Curriculum Manager.