



RSE Policy

Reviewed by:	Helen Dyer, Principal
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TLC is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

Introduction

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all learners. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of learners at the school and of society, and
- Prepares learners at the school for the opportunities, responsibilities, and experiences of later life.

Aims

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership, or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help learners understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The school's RSE policy will provide clear progression from what is taught in the year groups. We will build on the foundation of Science and PSHE, as learners grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, learners will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE in TLC will enable learners:

- To distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve goals and that to achieve those goals they must stick at the tasks despite the challenges they may face;
- to be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual, and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;

- to recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online;
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all learners receiving primary education and Relationships and Sex Education (RSE) compulsory for all learners receiving secondary education. The regulations also make Health Education compulsory in Schools.

This policy was developed in response to:

- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges 2024
- Behaviour and discipline in schools: guidance for principals and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for principals and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges

Links With Other Policies

This policy should be read in conjunction with the following documentation:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- ICT Policy
- Equity, Diversity, and Inclusion Policy

Delivery of the Programme

TLC acknowledges that high-quality, evidence-based, and age-appropriate teaching can help learners prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental, and physical development of learners both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting learners to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, and safeguarding. RSE will sit within the context of the school's broader ethos and approach to developing learners socially, morally, spiritually, and culturally, and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, TLCs education on healthy lifestyles through Physical Education, Science and its Sport, and School Food.

TLC will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to learners, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for learners to practice applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

Learners with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all learners. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all learners. TLC will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for learners with SEND.

The school is aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some learners, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some learners there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

Roles and Responsibilities

The principal

The principal will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all learners with SEND;
- The school works with parents/carers when planning and delivering RSE to learners.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn. (Appendix 2)

Teaching Staff

Teaching staff will ensure that:

- All learners make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- The subjects are resourced in a way that ensures the school can fulfil its legal obligations.

Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and learners can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety;
- All learners are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during teaching RSE are unbiased.
- The teaching of RSE is delivered in ways that are accessible to all learners with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of RSE;
- Where appropriate, they direct learners to seek advice and support from an appropriate agency or individual.
- Where a learner has embarked on a course of action likely to place them at risk, the member of staff will ensure that the learner is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Parents/Carers

TLC acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the school.

Right to be Excused from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents/carers are sent letters with regards to RSE, if parents/carers wish to withdraw their child, they must do this in writing. The school, before granting any such request, may require the principal/the senior leadership team, to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The principal/SLT will ensure that where a learner is excused from sex education, the learner will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the national curriculum.

Working with External Agencies

TLC is aware that working with external partners will enhance the delivery of RSE and will bring in specialist knowledge and implement different ways of engaging with young people.

When TLC uses external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. TLC will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

School will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all learners. Any materials that are used as part of the delivery must be approved by TLC in advance of the session.

TLC will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Safeguarding and Child Protection Policy.

Safeguarding, Reports of Abuse and Confidentiality

TLC recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education.

At TLC, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Learners will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a learner tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a learner that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any local issues it may be appropriate to address in lessons.

Appendix 1

Relationships Education Content (Primary)

Families and People who Care for Me

Learners should know:

- that families are important for children growing up because they can give love, security, and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

Learners should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Learners should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative, or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online Relationships

Learners should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe

Learners should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g., family, school and/or other source.

National Awareness and Celebration Days:

Black History Month (October)
 Anti-Bullying Week
 Road Safety Week
 Fairtrade Fortnight
 National Careers Week
 Mental Health Awareness Week
 Pride Month

Additional Celebration and Awareness Days can be included at the teacher's discretion. During Awareness Days/Weeks learners may be timetabled to take part in trips, visits, and lessons with visitors.

Appendix 2

Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Learner's Name		Class	
Parent's Name		Date	
<i>Reason for withdrawing from sex education within relationships and sex education (please state if there is a specific aspect of the curriculum)</i>			
<i>Any other information you would like the school to consider</i>			
Parent's Signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed Actions following Discussion with Parents			
Principal's Signature			