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TIME
Relationships & Sex Education (RSE) Policy
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1. Aims

The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

At TIME we must provide RSE to all students as per the Children and Social work act 2017. In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
We must also have regard to our legal duties set out in:
- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At TIME we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Student consultation – we investigated what exactly students want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, 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 is taught in an age-appropriate way at each phase of the Alternative Provision Service.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.
We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.
Biological aspects of RSE are taught within the science curriculum.
Students may also receive stand-alone sex education sessions delivered by a trained health professional.

RSE in the KS3/4 phase 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 make sure 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 and 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).
We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:
Considers how a diverse range of students will relate to them.

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Is sensitive to all students' experiences. During lessons, makes students feel:

- Safe and supported.
- Able to engage with the key messages.

We will also:

Make sure that students learn about these topics in an environment that's appropriate for them, for example in:

- A whole class setting.
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed.

6.2   Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage, and background of our students
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to students' experiences and won't provoke distress.

7. Use of external organisations and materials

We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with students' developmental stage.
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.

We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

The governing body
The TIME Governors will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher
The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

Staff
Staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components 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 headteacher.

All staff who teach the PSHE curriculum are responsible for teaching RSE in our school.

Students

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

9. Parents' right to withdraw

At TIME

Parents have the right to withdraw their children from the non-statutory/non-science 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.
Alternative work will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher and teachers in charge of each base will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE and also to deliver RSE where appropriate.

11. Monitoring arrangements

The delivery of RSE is monitored by the teacher in charge of each teaching base through termly planning scrutiny, learning walks, lesson observations etc.
Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jillian Fairclough, Headteacher. At every review, the policy will be approved by the Governing Board.

APPENDIX 1: Curriculum Maps

Relationships and sex education curriculum map

PHSE Nurture 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Living in the wider world	**Living in the wider world**	**Relationships**	**Health and Well-being**	**Health and Well-being**	**Relationships**
Y 1	**Aspirations** **Self-Importance** **Online Safety**	**Budgeting Savings** **Financial products and Transactions** **Money management**	**Maintaining Friendships** **Long Term Commitments** **Romance and Love/teen relationship** **Positive relationships** **Citizenship**	**Healthy Living** **Healthy Lifestyles**	**Mental Health** **Emotional Literacy** **Puberty and Menstrual Cycle** **FGM** **Smoking**	**Prejudice and Discrimination** **Bullying**

PHSE Nurture 7

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Living in the wider world	**Health and Well-being**	**Health and Well-being**	**Relationships**	**Living in the wider world**	**Relationships**
Y 2	**British Values** **Extremism /Radicalisation** **Prejudice and Discrimination**	**Consent** **Contraception** **Sexting/Image Sharing** **STI** **Body Image** **Teenage Pregnancy**	**Vaping, Nicotine and Addiction** **Cancer Awareness** **Personal Safety/First Aid** **Domestic Conflict**	**Stereotypes and Prejudice** **Online Grooming** **Environmental issues**	**Finance** **Budgeting** **Careers**	**Self** **Confidence** **Personal Development** **Managing behaviours** **Self-Awareness**

PHSE KS3/4						
	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
	Health and Well-being	**Health and Well-being**	**Living in the wider world**	**Relationships**	**Living in the wider world**	**Living in the wider world**
9	**Eating Disorders** **Body Image** **Exploitation** **Abusive relationships** **Peer Pressure**	**Alcohol awareness** **Drug and the Law** **Vaccinations/organs/blood donation** **Acid Attacks** **Self-Harm**	**Classroom Rules** **Human Rights** **Interpersonal Skills** **Discrimination** **Growth Mindset**	**Stress Management** **Managing Anxiety** **Online Safety**	**Personal Development** **Work skills, enterprise and the work environment** **Finance and Debt** **Money Management**	**Human Rights** **Sustainability** **Youth Offending** **Knife Crime**
	Health and Well-being	**Health and Well-being**	**Relationships**	**Relationships**	**Living in the wider world**	**Living in the wider world**
10	**Managing Change** **Mental Health/ill health /stigma** **Social media and Self esteem**	**Managing Time** **Sustainable Living** **Hate Crime** **Binge Drinking**	**Conflict management** **Forced/ arranged Marriage** **Harassment and Stalking** **Healthy and unhealthy relationships**	**Same Sex relationships** **Gender and trans identity** **Community Cohesion** **Sexting** **Parenting**	**Careers** **Prep for work experience** **Right and responsibilities**	**Criminal justice** **Anti-Social behaviour** **County Lines** **Money Laundering** **Terrorism** **Racism**
	Living in the wider world	**Health and Well-being**	**Living in the wider world**	**Health and Well-being**	**Relationships**	**Relationships**
11	**Revision and study skills** **Applying for college/university** **Independent Living** **Prep for work** **Health and Safety at work**	**Identity and diversity** **Obesity and body positivity** **Fertility and reproductive health** **CRP**	**Perseverance and procrastination** **Importance of sleep** **Risk taking and decision making** **Online safety**	**Bullying and body shaming** **Relationships** **Consent, rape and sexual harassment** **Safe sex**	**Animal Rights and sustainability** **Pollution, plastics and the environment** **Globalisation**	**Multiculturalism** **Right-wing extremism** **Internet safety/cyber crime**

	PHSE KS5					
	Living in the wider world	**Living in the wider world**	**Health and Well-being**	**Health and Well-being**	**Relationships**	**Relationships**
12	Employability Skills Computer Literacy Personal Presentation	Careers In STEM Personal Statements Careers vocational	Emotional Wellbeing Drugs Relaxation	Cosmetic Surgery Gender Identity Miscarriage and unplanned pregnancy	Critical Thinking Free speech v hate speech Social Justice	Honour based violence Feminism Date Rape
	Living in the wider world	**Living in the wider world**	**Health and Well-being**	**Relationships**	**Relationships**	
13	Motivation and work ethic Problem Solving Leadership Skills Personal Branding	Next Steps Future Applications/Careers Finance	Climate Change Emotional Wellbeing STI Drugs, Festivals and Parties	Culture wars and media influence Callout culture Tolerating Intolerance Online subcultures and extremism	Sex and Media Sex readiness/encounters Controlling relationships Racism and prejudice	

APPENDIX 2: By the end of secondary school students should know

TOPIC	PUPILS SHOULD KNOW
Families	That there are different types of committed, stable relationships.
	How these relationships might contribute to human happiness and their importance for bringing up children
	What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
	Why marriage is an important relationship choice for many couples and why it must be freely entered into
	The characteristics and legal status of other types of long-term relationships
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
	Practical steps they can take in a range of different contexts to improve or support respectful relationships
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
	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 people in positions of authority and due tolerance of other people's beliefs
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
	What constitutes sexual harassment and sexual violence and why these are always unacceptable
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
	What to do and where to get support to report material or manage issues online
	The impact of viewing harmful content
	That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
	How information and data is generated, collected, shared and used online
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate & sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)

	- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing - About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment - How the use of alcohol and drugs can lead to risky sexual behaviour - How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

APPENDIX 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		**Class**	
Name of parent		**Date**	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

Parent signature	

TO BE COMPELTED BY THE SCHOOL

Agreed actions from discussion with parents	