Relationships, Sex and Health Education Policy

Policy written:	3rd February 2025
Policy review date:	3rd February 2026
Signed by Director:	*l. Barnett*

The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by directors	Date implemented

Contents

1 Introduction

Phoenix ND Education Ltd works with a wide variety of learners from Key Stage 1 to Key Stage 5. We endeavour to help our learners to understand and respect themselves and others as they move from childhood, through adolescence and on into adulthood.

Some of our learners are dual-registered with their main school and we work closely with them on planning appropriate relationships education through our PSHE programme. The vast majority of our learners are on EOTAS packages and have had a disrupted educational history/experience so we try to match the individual needs of the learner to the curriculum offered.

Phoenix ND Education Ltd believes that all children and young people have the right to high quality, comprehensive Relationships, Sex and Health education (RSHE) that promotes good sexual health, and equal and healthy relationships. We support a rights-based approach to RSHE, based on qualities such as mutual respect, trust and consent.

2 Aims

The aims of relationships, sex and health education (RSHE) in our setting are to:

- ➢ provide a framework in which sensitive discussions can take place;
- ➢ prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- ➢ help learners develop feelings of self-respect, confidence and empathy;
- ➢ create a positive culture around issues of sexuality and relationships;
- ➢ teach learners the correct vocabulary to describe themselves and their bodies.

3 Statutory Requirements

For our **primary** aged learners, we must provide relationships education to all learners as per section 34 of the Children and Social Work Act 2017.
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For our **secondary** aged learners, we must provide relationships & sex education (RSE) to all learners as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all learners a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to 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.

Statutory guidance can be found by accessing the following website:
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

4 Roles & Responsibilities

4.1 The Provision Lead will approve the RSHE policy and hold the Provision Manager to account for its implementation.

4.2 The Provision Manager is responsible for ensuring that RSHE is taught consistently across the provision, and for managing requests to withdraw learners from non-statutory/non-science components of RSHE (see section 10).

4.3 Staff

Staff are responsible for:
- ➢ delivering RSHE in a sensitive way;
- ➢ modelling positive attitudes to RSHE;
- ➢ monitoring progress;
- ➢ responding to the needs of individual learners;
- ➢ responding appropriately to learners whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE.

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

RSHE is delivered by group teachers/tutors at primary and secondary level; the biological aspects of RSHE are taught during science.

Dealing with sensitive issues

Teaching staff need to be sure that they are aware of issues that may arise when teaching RSHE. The following guidance should be applied to RSHE lessons and the facilitation of RSHE discussions:

- ground rules for respectful communication should be established with the group at the outset of an RSE programme and reiterated at the start of each subsequent RSHE lesson;

- no student or member of staff should be made to feel pressured to answer a personal question or contribute to the discussion;

- meanings of words should be described in a sensible and factual way;

- teaching staff should not give out personal advice about sex and relationships to students;

- teaching staff should not pass judgement on personal information that a student chooses to share;

- teaching staff may choose not to answer student's questions if they are unsure how to answer appropriately. In these cases, they may want to refer the question to the Provision Manager who may be able to answer or refer the student to an appropriate external agency for advice.

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4.4 Learners

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

5 Policy Development

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

➢ Review – the Provision Lead pulled together all relevant information including relevant national
    and local guidance;
➢ Staff voice – all school staff involved in the delivery of PSHE (which incorporates RSHE) were given the opportunity to make recommendations;
➢ Parent/stakeholder voice – parents/carers were provided with a copy of the draft policy and asked about the contents;
➢ Learner voice – we investigated what exactly learners needed from their RSHE;
➢ Ratification – once amendments were made, the policy was shared with management committee and ratified.

6 Definition

RSHE is about the physical, emotional, moral, social and cultural development of children and young people. It is about understanding the importance of stable relationships (including family relationships), respect, love and care. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is **not** about the promotion of sexual activity or orientation – this would be inappropriate teaching.

7 Curriculum

Our curriculum is set out as per Appendices 1 and 2. We will adapt it as necessary to meet the individual needs of the learners.

We have developed the curriculum in consultation with parents/carers, learners and staff, taking into account the age, developmental age, needs and feelings of learners. Our curriculum is delivered alongside that in our mainstream partner schools for our dual registered learners.

If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that learners are fully informed and do not seek answers online.

Our curriculum map and details of any externally accredited qualifications the learners work towards are, published annually on our website - https://phoenixndeducation.co.uk/

8.1 Phase Approaches

8.1.1 Primary

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- ➢ families and people who care for me;
- ➢ caring friendships;
- ➢ respectful relationships;
- ➢ online relationships;
- ➢ being safe.

<u>For Year 6 learners</u>

If appropriate, and agreed with parents/carers as well as the mainstream school for dual registered learners, our primary sex education will focus on:

- ➢ preparing boys and girls for the changes that adolescence brings.

8.1.2 Secondary

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.

8.1.3 All learners

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).

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.

8.2 Inclusivity

We will teach about these topics in a manner that:

- ➢ considers how a diverse range of learners will relate to them;
- ➢ is sensitive to all learners' experiences;
- ➢ during lessons, makes learners feel:
  - • safe and supported;
  - • able to engage with the key messages.

We will also:

➢ make sure that learners are taught about these topics in an environment that is appropriate for them, for example in:

- a whole-class setting;
- smaller groups or targeted sessions;
- 1-to-1 discussions;
- digital formats;

➢ give careful consideration to the level of differentiation needed.

9 Resources (including use of external organisations & materials)

Phoenix ND Education Ltd follows the guidance and programme of study from The PSHE Association and uses Jigsaw as our basic scheme of learning.

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 learners in applying their knowledge in different contexts and settings;
➢ are age-appropriate, given the age, developmental stage and background of our learners;
➢ 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 learners' experiences and will not provoke distress.

We **will** make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality. Phoenix ND Education Ltd remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used do not 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 learners' 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 are 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 **will not**, 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.

10 Parents'/Carers' right to withdraw

10.1 Primary

Parents/carers **do not** have the right to withdraw their children from relationships education.

Parents/carers **do** have the right to withdraw their children from the non-statutory/non science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to learners who are withdrawn from sex education.

10.2 Secondary

Parents/carers **do** have the right to withdraw their children from the non-statutory/non science components of sex education within RSHE 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 learner's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to learners who are withdrawn from sex education.

11 Safeguarding & Confidentiality

We provide a safe and supportive community where learners feel comfortable seeking help and guidance on anything that may be concerning them about their life either at school or at home. Training around confidentiality is provided to all staff.

If may be that a discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the child protection and safeguarding procedures will be followed.

If a member of staff is approached by a learner under 16 who is having, or is contemplating having sexual intercourse the member of staff should:

➢ ensure that the learner is accessing the contraceptive and sexual health advice available and understands the risks of being sexually active;
➢ encourage the learner to talk to their parents/carers. Learners may feel that they are more comfortable bringing these issues to a member of staff they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and Phoenix ND Education Ltd will encourage this openness as much as possible;
➢ decide whether there is a child protection issue. This may be the case if the member of staff is concerned that there is coercion or abuse involved. If the member of staff is informed that a learner under 13 is having or contemplating having sexual intercourse, this **will** be dealt with under child protection procedures.

Learners with special educational needs and/or disabilities may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek the support of the Designated Safeguarding Lead (DSL) and SENDCo to decide what is in the best interest of the learner.

12 Continuous Professional Development (CPD)

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Staff can also access training at CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course

The Provision Manager will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

13 Additional Support

Staff, learners and families can refer to the Brook guide to sexual health and well-being which gives an overview of safe and healthy sexual development by clicking this link. Sexual Health help and advice – Brook

14 Monitoring

14.1 Curriculum monitoring and learner progress

The delivery of RSHE is monitored by SLT through:

➢ planning scrutiny.
➢ work scrutiny.

➢ learning walks.
➢ lesson observation.

Learners' development in RSHE is monitored by class teachers as part of our internal assessment systems.

14.2 Policy Monitoring and Evaluation

This policy will be reviewed and approved by the Provision Leader in line with statutory guidance and amended as guidance develops.

15 Links to other documents

This policy should be read alongside:

➢ DfE Statutory Guidance – Relationships Education, Relationships & Sex Education and Health Education

As well as:
➢ Curriculum Maps
➢ Safeguarding & Child Protection Policy

Appendix 1: By the end of primary school learners should know

TOPIC	LEARNERS SHOULD KNOW
Families and people who care about me	• 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 • 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 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	• 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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful Relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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

TOPIC	LEARNERS SHOULD KNOW
Online Relationships	• 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	• 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 (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school learners should know

TOPIC	LEARNERS 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

TOPIC	LEARNERS SHOULD KNOW
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 and 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 RSHE

TO BE COMPLETED BY PARENTS/CARERS				
Name of Child		Teacher		
Name of Parent		Date		
Reason for withdrawing from sex education within relationships, sex and health education				
Any other information you would like the school to consider				
Parent/carer signature				

TO BE COMPLETED BY THE SETTING	
Agreed actions from discussion with parents	
Setting Signature	