

Relationships and Sex Education (RSE) Policy



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Statement of intent

Releasing Potential recognises the entitlement of all students to receive Relationships and Sex Education which is current, meaningful and relevant. RP promotes and embeds a respect for diversity, encourages a sense of compassion and understanding of others and a deep respect for human worth and dignity. We recognise and respect every member of the school's culture religious values and sexual orientation. We also recognise that the advances of modern technology brings with it issues of safeguarding and we are committed to addressing online safety in its various forms.

We will ensure that relationships and sex education is accessible for all students. Delivery and resources will be differentiated and personalised to meet the needs of each student in preparation for adulthood and in line with the SEND code of practice. We will take into account that certain issues will require more of a focus and/or specialist intervention due to circumstances / events in students' lives.

Definition

The Sex Education Forum defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

Aims

There is widespread agreement that children and young people need to be able to recognise abusive behaviour and know how to seek help if they are worried about abuse or experience it.

RP believes that relationships education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT+ and gender equality in line with the Equalities Act 2010.

RP will provide a sex education programme tailored to the age and the physical and emotional maturity of the students. We determine the content of sex education and believe that this should ensure that boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born.

Sex education is delivered as part of our PSD curriculum and will enable students to understand puberty and the changing adolescent body.

Delivery of the RSE curriculum

Releasing Potential promotes a whole school approach to the delivery of RSE.

Our PSD curriculum covers Relationships, Health and Sexual Education in the following blocks:

Year group	Term	Topic
7	Autumn	All about me
		Making friends/bullying
	Spring	Reproduction and Puberty
		Mental Health and Emotions
	Summer	Celebrations/Faith
		Charity and volunteering
8	Autumn	Peer pressure
		Media and society
	Spring	Communication
		Drug awareness
	Summer	Crime and punishment
		Extremism/radicalisation
9	Autumn	My place in the world
		Being different
		Appropriate relationships/sex ed
	Spring	Mental health
		Online safety/extremism
		Discrimination
	Summer	Medical interventions
		Volunteering charity
10	Autumn	Unit 1 Community action
		Unit 3 Dealing with problems in daily life
		Unit 4 Environmental awareness
		Unit 6 Individual rights and responsibilities
		Unit 7 Leisure Time
		Unit 8 Managing own money
	Summer	Unit 9 Managing social relationships
		Unit 13 Working towards a goal
		Unit 14 Planning an enterprise activity
		Unit 15 Running an enterprise activity
11	Autumn	Independent Travel

		Voting
	Spring	Gambling
		Relationships/sexuality/sexual health
		Parenting
	Summer	Drugs/County lines/gangs/criminal exploitation
		Drugs/alcohol awareness
		Rights and responsibilities

RSE will be taught primarily within PSD but may also be delivered as part of other sessions. Lessons may be taught as part of a discrete unit or may be embedded within other subjects.

Releasing Potential will have a flexible approach to delivery where a particular need or concern is identified.

Students will be signposted to appropriate support and services when required – this may include counselling, sexual health services

Key Stage 3

At this age some students will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, diverse cultures and religious beliefs, the media and the effects of drugs and alcohol.

Key stage 4

At this age some students may either be sexually experimental and/or active or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, diverse cultures and religious beliefs, the media and the effects of drugs and alcohol. At key stage 4 students will be preparing to enter the wider world of work, training or further education and these topics will be contextualised to reflect this.

Key stage 5 (Post 16)

At this stage young people are at the legal age of consent and many will be in intimate relationships and may be interested in the challenges of long-term commitments and the qualities needed for successful relationships. They may be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception, and how this can be addressed.

It's important that they understand more about gay, lesbian, bisexual or transgender. Young people at this age will need more information about sexual risk, pregnancy, sexual health, fertility and infertility. They may be keen to discuss gender stereotyping, violence, exploitation, the law and discrimination. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

Partnerships with parents and carers

Releasing Potential recognises that parents and carers are crucial to the success of the RSE programme and we are committed to providing information about what is delivered as well as accessible opportunities for comment on policy and practice.

Parents retain the right to withdraw their child from sex education. A change brought in by the new guidance allows young people to opt into sex education from 3 terms before their 16th birthday. Parents will not have the option to withdraw their child from relationships or sex education at this point. Releasing Potential will keep a record of the process of dialogue with parents relating to requests to withdraw from sex education. If you wish to withdraw your child from sex education please speak to the Head of School.

Confidentiality, safeguarding and child protection

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Tutors will discuss confidentiality with students, making it clear that tutors cannot offer unconditional confidentiality and will report concerns to the Designated Safeguarding Lead as outlined in the Safeguarding Policy.

Assessing, recording and monitoring students' progress

We will ensure that assessment opportunities are built into the RSE programme and that RSE is assessed on skills and attributes as well as knowledge. Regular opportunities will be provided to enable students to reflect on their work and learning.

Student progress will be tracked by their tutors and will link with the school's tracking of PSD.

We will ensure that parents and carers are provided with feedback and information about students' learning in RSE.

The curriculum will be quality assured in a variety of ways including Teaching Evaluation and Review of Delivery, planning and work checking.

Roles and responsibilities

Students

- Students are expected to participate at their own level of engagement in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Alternative work on values and self-esteem will be given to students who are withdrawn from RSE.
- Tutors Delivering RSE in a sensitive way
- Differentiating and personalising delivery to the needs of the individual

- Modelling positive attitudes to RSE
- Monitoring and tracking progress
- Responding to the needs of individual students as they arise
- Responding appropriately to students whose parents or carers wish them to be withdrawn from the sex education components of RSE
- Take responsibility to attend CPD to ensure they are confident and have up to date knowledge and understanding

School SLT

- School SLT are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from sex education.
- Head of School will provide regular access to training and development to ensure that staff are confident in their subject knowledge and delivery

Trustees/ Governors

- The proprietor will approve the RSE policy and hold the school SLT to account for its implementation.

Links to other policies and documents

Health and Safety

[Health and Safety Policy.docx](#)

Child Protection

[Child Protection Policy 2024.25.docx](#)

Safeguarding

[Safeguarding Policy 2024.25.docx](#)

Anti Bullying

[Anti-bullying Policy.docx](#)

Equality and Diversity

[Equal Ops Pupil Policy.docx](#)

[Valuing Diversity & Dignity At Work Policy .docx](#)

PSD curriculum

[Curriculum Policy 2024 - 2025.docx](#)