

RSE Policy

September 2024

|  |  |
| --- | --- |
| **Document title** | Relationship and Sex Education policy |
| **Author (name & role title)** | *Elizabeth Shaw* |
| **Version number** | V1 |
| **Approved by** | Senior Leadership Team |
| **Date of review** | Sept 2025 |
| **Document history** |
| **Version** | **Date** | **Author** | **Note of revisions** |

This policy is one of a series of provision policies that, taken together, are designed to form a comprehensive statement of the provision’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole provision is undertaking to ensure the implementation of its core value of building confidence and preparing students for life.

While this current policy document may be referred to elsewhere in Ad Astra documentation, including particulars of employment, it is non-contractual.

In the provision’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the Education Act 1996, which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a ‘parent’ to include:

* all biological parents, whether they are married or not
* any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
* any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
* A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The provision employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

* Peninsula BrightHR
* Peninsula BusinessSafe (Health and Safety)
* U Check (DBS)
* Educare (online CPD)
* (Insurance)

Ad Astra is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ad Astra.

The policy documents of Ad Astra are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in provision separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

# Contents

|  |  |  |
| --- | --- | --- |
| 1 | Context of Provision | 4 |
| 2 | Introduction | 4 |
| 3 | Aims of RSE | 4 |
| 4 | Roles and Responsibilities | 5 |
|  | Headteacher – David Stewart | 5 |
|  | Assistant Headteacher – Secondary | 5 |
|  | RSE/PSHE lead - Roz Gilbert | 5 |
|  | Teaching staff are responsible for | 5 |
|  | Students are responsible for | 5 |
|  | Ad Astra’s Governing body is responsible for | 5 |
| 5 | Legislation (Statutory regulations and guidance) | 5 |
| 6 | In addition, the following documentation (guidance) has also been considered) | 6 |
| 7 | Consultation process | 6 |
| 8 | Withdrawal | 6 |
| 9 | Withdrawal from RSE – Primary | 6 |
| 10 | Withdrawal from RSE – Secondary | 7 |
| 11 | Curriculum design | 7 |
| 12 | Primary | 7 |
| 13 | Secondary | 7 |
| 14 | Teaching of RSE/PSHE | 8 |
| 15 | Working with parents | 8 |
| 16 | Training | 8 |
| 17 | Monitoring | 9 |
| 18 | Review of policy | 9 |
| 19 | Related policies | 9 |

|  |  |  |
| --- | --- | --- |
|  | Appendix 1 - Primary lesson content | 10 |
|  | Appendix 2 - Secondary lesson content | 11 |

1. **Context of provision**

Ad Astra is currently a provision catering for children and young people aged 11-25. We are committed to realising our vision of building confidence and preparing students for life beyond Ad Astra and ensuring they are safe and able to build and develop healthy relationships. RSE is taught to the Post 16 cohort and not Pre 16 provision.

# Introduction

RSE (Relationship and Sex Education) involves a combination of sharing information and exploring knowledge, issues and student’s values regarding relationships and sex. RSE is **not** about the promotion of sexual activity.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The provision has the same high expectations of the quality of pupils’ work in RSHE as for other curriculum areas, with regular feedback provided on pupil progress.

# Aims of RSE

The aims of RSE at Ad Astra are to provide all our students with quality and effective RSE which is differentiated to meet age and individual needs: We aim to;

* Provide a framework in which sensitive & safe discussion can take place
* Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Help students to develop feelings of self-respect, morality, confidence and empathy
* Create a positive culture around issues of sexuality, identity and relationships
* Teach students the correct vocabulary to describe themselves and their bodies.
* To enhance student understanding and skills regarding risk taking and keeping themselves safe
* Give our students the knowledge of where to go to and how to ask for help regarding relationships, wellbeing and health advice/guidance

Our key aim of RSE is to ensure student safeguarding. This is through increasing their knowledge, exploring their values as well as developing their skills in order to help keep them safe.

# Roles and responsibilities

* 1. **Head of Provision**
		+ Responsible for ensuring that RSE is taught consistently and appropriately across the provision
		+ Managing requests to withdraw students from components of RSE.

# PSHE tutor

* + - Responsible for overseeing the RSE/PSHE Leader
	1. **Curriculum Coordinator**
		+ Responsible for ensuring that the programme is reviewed, relevant, up to date and is appropriate for our students, their needs and their ability.
		+ Responsible for ensuring that all students are able to access the curriculum and develop their knowledge, skills and have a safe environment within which they can explore their own values.
		+ Responsible for teaching all secondary students RSE lessons within their PSHE lessons.

# Students are responsible for

* + - Engaging fully in RSE sessions
		- Treating others with respect and sensitivity

# Ad Astra’s Directors are responsible for

* + - Reviewing the provision’s RSE policy and ensuring the Head of Provision implements the policy
		- Ensuring that the RSE policy is implemented in full.

# Legislation (statutory regulations and guidance)

RSE plays a vital part in meeting provisions’ safeguarding obligations. Ofsted is clear that provisions must have a preventative programme that enables pupils to learn about safety and risks in relationships (SRE for the 21st Century).

Provisions maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations. (SRE for the 21st Century)

This policy has been developed and written with regards to the Education Act 1996 and “Sex and Relationship Education Guidance” July 2000 (DfE 0116/2000) and the Department of Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers 2020.

# In addition, the following documentation (guidance) has also been considered:

* Equality Act 2010
* Preparing for Statutory Relationships and Sex Education (PSHE Association 2018)
* Writing your provision’s relationships and sex education policy (PSHE Association 2018)
* SRE in the 21st Century (Supplementary guidance Brook, PSHE Association &Sex Education forum
* [Teaching about relationships sex and healt](https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health)h (March 2021)
* KCSIE September 2024
* Ad Astra Safeguarding & Child Protection Policy September 2024
* E Safety Policy May 2024
* Ad Astra Behaviour Policy 2024

# Withdrawal

RSE is vital in ensuring all young people have the opportunity to explore and learn about healthy relationships. RSE allows them to fully understand what relationships are, who they have them with and what the qualities of a healthy relationship look like. We really hope that parents realise the value of these lessons and that all secondary parents sign the consent form so that students do not miss out on this very important learning. The withdrawal guidance from the Government is outlined below.

# Withdrawal from RSE – Secondary

You cannot withdraw a child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If a parent does not want their child to take part in some or all of the Sex Education lessons delivered at secondary, they can ask that they are withdrawn.

# Post 16 RSE Sessions

Students in the secondary provision have 3 lessons a week of PSHE, and a large proportion of PSHE lessons will cover the statutory health and Relationship and Sex education content.

* At Ad Astra RSE is embedded within PSHE lessons (Personal, Social, Health Education)
* All secondary students are taught by a PSHE/RSE specialist.
* Biological aspects of RSE are taught within the science curriculum, and other aspects are included in individualised Speech and language sessions.
* RSE will be made accessible to all students and adapted to meet their particular SEN needs.
* Class sessions will be provided via small groups or some students may be provided with individual sessions in line with their specific needs.
* All students will be provided with information about the way their bodies function, how to look after their bodies as well as safety and relationships.
* Students will be reminded in each session that they must respect the views and beliefs of others at all times and discussions/revelations by others during the sessions are not to be shared outside of the sessions.

However, it is essential that staff recognise that there may be times where student’s reveal information that comes under safeguarding and child protection of children and young people. These

items cannot be kept confidential and students need to be told that these will be shared with the provision’s safeguarding leads.

# Teaching of RSE/PSHE

The teaching methods within RSE/PSHE are varied and are aimed to engage students through multiple learning methods. The majority are listed below:

* Small group work
* Class discussion
* Activities/games
* Videos with discussions
* Visiting speakers
* External visits to GP and local services
* Work booklets
* Independent research on topics
* Presentations
* Anonymous boxes – Ask it basket - a chance for students to ask questions without fear of embarrassment from others

Where possible we will invite visiting specialists and health professionals if it can add value to our students' learning. External visitors are expected to follow provision safeguarding procedures as well as provision policies whilst onsite. All visits will be pre-arranged and will have an agreed session that will have been checked to ensure that our students' learning needs have been addressed.

Whilst there is no formal examined assessment for RSHE, the provision can demonstrate how teachers assess outcomes (e.g. by tests, written assignments or self-evaluations). Teaching is assessed and assessments are used to identify where pupils need extra support or intervention.

# Working with parents

Some parents and carers of children with special educational needs may find it difficult to accept their children’s developing sexuality. We also acknowledge that for some parents, elements of RSE can be difficult to engage with. We will;

* Treat parents sensitively
* Respect their beliefs and views
* Advise them how to discuss RSE elements within the home environment
* Distribute lesson resources or signpost you to further information where individuals may require further support
* Parents will be invited to be part of the consultation process in designing the Curriculum by giving their feedback in an online survey and also attending a Parent consultation meeting.
* Parents are encouraged to phone or email the PSHE/RSE Lead, Roz Gilbert, at any time to discuss any concerns relating to the lessons or to seek any advice or support

# Training

The Head of Provision will ensure that all staff directly responsible for the implementation of RSE are trained appropriately in its delivery. In addition, Ad Astra may invite external RSE professionals and other agencies to support the curriculum delivery and training of staff.

# Monitoring

Delivery of RSE is monitored by the Headteacher and the Senior Leadership Team through evaluation of Individual student’s progress, classroom observation and external monitoring e.g. Provision Improvement Partner.

Student’s development in RSE will be monitored by the class teachers as part of the internal assessment systems, work scrutiny, student voice and ‘deep dive’ activities.

# Review of Policy

This policy will be reviewed at least annually and/or when any significant legislative changes occur.

# Related policies:

* Safeguarding Policy
* Attendance Policy
* Behaviour Policy