

Policy Focus	Relationships and Sex Education v2					
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School Aim

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't have to be bound by the past but can build a bright future if they have the right support.

Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school we aspire to being outstanding, so our students can be too – as exemplified in our school motto:

'Being the Best We Can Be'

Our Aims are to:

- Meet the previously unmet needs of young people and enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
- Contribute to community and social change.
- Reduce costs to society in terms of both social and economic benefits

To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

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(Statutory Documents – Data Sets – Recording Templates – Resources - SoL etc)

Glossary of Acronyms

RSE	Relationships and Sex Education
SfIT	School for Inspiring Talents
PSHE	Personal, Social, Health Education
SEMH	Social, Emotional and Mental Health

1. Statement of Intent for this Policy

This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across all school sites. It demonstrates the school's commitment with regard to sex and relationship education to students, parents and other partners.

This Policy contributes to the school's Wellbeing and Personal Development Folio (see section 3).

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To understand what is 'safe touch' and what is not

Why is this Policy Important?

The students at SfIT have had challenging starts to life, where relationships at all levels may not have been 'normal'. Growing our students' understanding of recognising and responding to caring relationships is at the heart of the School for Inspiring Talents' principles.

2. Statutory / Legislative Basis

Under section 3.6 of the National Curriculum, RSE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At School for Inspiring Talents we teach RSE as set out in this policy.

3. Links to Other Related Policies / Procedures

This policy sits within the Wellbeing and Personal Development Portfolio of Policies which School for Inspiring Talents has adopted. It therefore relates to other policies in that themed grouping which include:

- Therapeutic (Behaviour) Support Policy
- PSHE Policy
- Student Voice Policy
- Equalities and Diversity Policy
- Medical Conditions Policy
- Animals in School Policy
- Positive Touch Policy

In addition, it links to our Curriculum Policy which sits in the Teaching and Learning Folio because relationship education is at the core of our therapeutic curriculum.

4. Monitoring, Review & Evaluation (MRE) : Compliance - Consistency – Impact

Monitoring, Review and Evaluation (MRE) of all aspects of our work as a school is undertaken to ensure that we are delivering on what we say we want to achieve with and for our students. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance and for Quality
- Implementation match with our Intent
- Consistency between staff and sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round.

Our framework for MRE is achieved via 3 key approaches:

Internally

- ✦ Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- ✦ Learning Walks by HoS in own and other Phases/Sites
- ✦ Individual Student Assessment Framework and Trackers
- ✦ CEO & Executive Principal's Observations, Spot Sampling and Random Checks
- ✦ Monthly SLT Progress Reviews of the Operational School Improvement Plan (OSIP)
- ✦ Heads of School Monitoring
- ✦ Appraisal & Performance Management approaches.
- ✦ SchoolPod, Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- ✦ Staff Briefings

- ✦ Student Voice Surveys
- ✦ Peer Reviews through Team Working
- ✦ CPD Evaluations

Accountability MRE

- ✦ Our Board of Directors Link Portfolio Visits and Observations
- ✦ Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- ✦ Termly Directors Scrutiny of the CEO, Executive Principal and Chief Operations Officer Reports to the Board
- ✦ Termly H&S checks
- ✦ Directors Involvement in the cycle of Policy Review
- ✦ Financial and Curriculum Resource Monitoring

Externally

- ✦ Referring LAs' Annual Health Checks and Audits
- ✦ Commissioned Reviews of aspects of practice – specialist and generic e.g. Behaviour, Health & Safety
- ✦ Feedback from submissions for Awards and Quality Standards e.g. TISS
- ✦ Parent / Carer Feedback e.g. via Class Dojo
- ✦ Ofsted Monitoring and Inspection Visits
- ✦ User Schools Feedback

5. Key Policy Content - Information / Guidance Relating to our Practice

Definition

RSE is about the emotional, social and cultural development of pupils, 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.

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, and other aspects are included in religious education (RE).

The school has consulted with Brook in the formulation of this policy and with respect to content delivered to each year group. SfiT students have often missed chunks of education prior to their arrival, so within the teaching of RSE, prior knowledge checks will be done to ensure there are no gaps in coverage. The school uses the 'Curriculum design tool for RSE' published by the Sex Education Forum as a progression ladder for curriculum coverage. The wider PSHE curriculum follows the 4D Dimensions curriculum scheme of work.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Understanding Healthy Relationships
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Sex and Relationships is embedded in our PSHE curriculum and is embed into the PSHE scheme of learning. School for Inspiring Talents will ensure the statutory elements of RSE as described in the DfE 2019 guidance is delivered.

DFE RSE Guidance Primary

- Families and people that care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

DFE RSE Guidance Secondary

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

In addition to the PSHE curriculum, flexible learning days will be used to provide education on different aspects of sex and relationships by specialist providers as needs arise during the year and are identified by the school safeguarding team.

To support teachers in the delivery of RSE, we use resources from the 'Chris Winter Project'. The CWP empowers teachers to deliver high quality relationships and sex education by modelling teaching approaches in the classroom and providing teachers with:

- planning support
- schemes of work
- model lesson plans
- innovative resources
- evaluation and assessment

Roles and Responsibilities

The board of directors

The board of directors will approve the RSE policy and hold the headteacher to account for its implementation.

The executive principal

The executive principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 executive principal.

Pupils

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

Parents' right to withdraw

Parents' have the right to request the withdrawal their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the executive principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action. A record of the decision will be kept.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents are informed of upcoming topics for delivery through Class Dojo.

Training

Staff are provided with sector leading resources to aid the teaching of RSE. Staff can access further support with delivery and differentiating from their Heads of School.

The executive principal 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.

The school uses external consultants (Brook) to ensure curriculum design for RSE meets the needs of our unique cohort.

6. Implications for Stakeholders

Board of Directors	This policy clearly defines the responsibility of the Board of Directors to ensure statutory coverage of RSE takes place at School for Inspiring Talents.
All Staff	Staff understand that RSE for our students is an important part of our curriculum and directs staff to where guidance for age appropriate content can be found. It is expected that due to the complex nature of the students we have at SfIT, staff seek additional guidance from the Multi-Disciplinary Team where they may feel content may be potentially 'triggering' for students.
Designated Specialist Staff	Multi-Disciplinary staff may be asked to support teaching staff when the proposed content may potentially be 'triggering' for students based on their early life trauma.
Students	Students are expected to take part in RSE lessons but staff will be observant of each student's life story and how the content may be challenging.
Families/Carers	Parents will be informed by Class Dojo of upcoming RSE topics and parents/carers have the right to withdraw their children from lessons.
Referring LAs	This policy allows the Local Authority to understand how SfIT plans and delivers RSE. It also evidences the right for parents to withdraw students from RSE lessons.
Contractors	N/A
Visitors	N/A
Agencies	This policy defines how SfIT may use external professionals, where appropriate, to enhance the delivery and content of RSE lessons within school.
Schools	This policy gives clear guidance to school staff on how we plan and deliver RSE lessons.

7. Relevant Data Sets / Metrics

8. Relevant Resources

DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education June 2019

Sex Education Forum Curriculum Design Tool 2018

Chris Winter Project – Resources and lesson plans

Appendices (Embedded / E.Links)

Statutory DfE Guidance	Sex Education Forum Guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf	https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SEF_Curriculum%20Design%202018.pdf