Relationship and sex education policy

Crisp Vocational Provision

Crisp Vocational Provision Ltd

Building futures for tomorrow

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1. Aims

The aims of relationships and sex education (RSE) at our provision are to:

Provide Accurate Information: Ensure students receive accurate, age-appropriate information about relationships, sex, and health. Cover topics such as human development, sexual health, consent, contraception, and the law.

Promote Healthy Relationships:

Teach students about the characteristics of healthy, respectful relationships.

Address different types of relationships, including friendships, family relationships, and intimate relationships. Teach students the correct vocabulary to describe themselves and their bodies.

Support Mental and Emotional Wellbeing:

Help students understand the link between relationships and mental wellbeing.

Provide strategies for managing emotions, building self-esteem, and developing resilience.

Encourage Safe Practices:

Educate students on how to stay safe, both online and offline. Create a positive culture around issues of sexuality and relationships. Discuss issues such as consent, sexual exploitation, grooming, and abuse.

Foster Inclusivity and Respect:

Promote equality and respect for diversity, including different sexual orientations and gender identities.

Ensure that all students feel included and respected, regardless of their background or personal circumstances. Help pupils develop feelings of self-respect, confidence and empathy

Develop Critical Thinking:

Encourage students to critically evaluate the information they receive from various sources, including media and peers. Teach students to make informed decisions about their relationships and sexual health.

Engage Parents and the Community:

Involve parents and carers in the development and review of the RSE policy. Ensure transparency and build trust with the wider community regarding the content and delivery of RSE.

Comply with Legal Requirements:

Ensure the school meets statutory requirements for RSE as outlined in national guidance and legislation.

Regularly review and update the policy to reflect changes in law and educational standards.

Support Overall Development:

Contribute to the overall personal, social, and moral development of students. Prepare students for the opportunities, responsibilities, and experiences of adult life. Provide a framework in which sensitive discussions can take place.

These aims help create a comprehensive and effective RSE program that supports students' development and wellbeing.

2. Statutory requirements

As an Alternative Provision, we strive to provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019, and Statutory guidance Implementation of relationships education, relationships and sex education and health education 2021

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.
- We have the obligation to deliver RSE in line with

At Crisp Vocational Provision we teach RSE as set out in this policy, and also in response to individual needs as they arise.

3. Policy development

This policy has been developed in consultation with staff, staff and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy with links being shared via our website.

4. Pupil consultation – we investigated what exactly pupils want and need from their RSE, including referrals from outside agencies.

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.

5. Curriculum

Our RSE 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/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If pupils ask questions outside the

scope of this policy, tutors will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE is taught within the relationship, social, health and economic (RSHE) education curriculum, where students access discrete subjects. Additional aspects of RSE are delivered through assemblies, embedded across the curriculum as/when they arise and through the use of different agencies (CGL etc) to deliver sessions. CVP subscribes to the PSHE association.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Fundamental British Values (links with Curriculum Policy)
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Refer to the RSHE Scheme of Work for links to Religious Education and how this is covered within the provision.

For more information about our RSE curriculum, see Appendix 2.

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). These are supported by our setting equality objectives.

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
- Is sensitive to all students' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - Small groups or targeted sessions
    - 1-to-1 discussions

- Digital formats where possible.

- Give careful consideration to the level of differentiation needed and areas required for input, especially for individuals or with issues as they arise.

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, including them being prepared for life after they leave CVP.
- 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 an agency and 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 pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards where appropriate, even as an unregistered provision.
    - 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 tutors that they can say "no" or, in extreme cases, stop a session.
- Make sure that the tutors is in the room during any sessions with external speakers, unless specific counselling session etc.
- Share all external visits and topics discussed with parents and carers

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

8.1 The Proprietor

As well as fulfilling their legal obligations, the proprietor should also make sure that:

• all pupils make progress in achieving the expected educational outcomes;

• the subjects are well led, effectively managed and well planned;

• the quality of provision is subject to regular and effective self-evaluation;

• teaching is delivered in ways that are accessible to all pupils with SEND;

• clear information is provided for parents on the subject content and the right to

request that their child is withdrawn; and,

• the subjects are resourced, staffed and timetabled in a way that ensures that

the school can fulfil its legal obligations.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers.

8.3 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

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.

Holly Williams is the lead teacher for RSHE, overseen by the Deputy headteacher.

8.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. They are able to share their views through discussions with staff, assemblies and student council as well as discrete sessions.

8.5 Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The Provision works closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the Provision's approach help increase confidence in the curriculum.

It is important as a Provision that we build a good relationship with parents on these subjects over time – by inviting parents to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This is an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. We recognize the importance of such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child/young person from the non-statutory 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 pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative schoolwork will be given to pupils 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 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Andrew Hawksworth, Headteacher, through:

Work folders produced by the students, work scrutiny, learning walks and lesson observations.

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

This policy will be reviewed by Andrew Hawskworth every year. At every review, the policy will be shared with staff, parents/carers and governors accordingly.

Appendix 2: By the end of secondary school pupils 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/carers 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	PUPILS 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)

TOPIC	PUPILS SHOULD KNOW
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/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Days attending provision	
Name of parent/carer		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 COMPLETED BY THE SETTING	
Agreed actions from discussion with parents/carers	