



Sex and Relationships Policy

Aims

RSE, as part of the PSHE education curriculum, is vital to the development of the young people in our provision. Any planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective

RSE is a key component in our approach to safeguarding our students through the curriculum. We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health. We believe, for some students, it is important to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. Parents/carers and the main school setting will be consulted and will have to give their permission should RSE be delivered to a student.

The programme contributes to protecting children and young people by addressing national and local health priorities. Recent NSPCC studies have also directly informed the programme. The programme also acts to protect children and young people from concerns raised through staff at the main school setting and Inspire South West.

Statutory requirements

As an Alternative Education Provision we aren't required to teach RSE to secondary school students, However, as all schools must provide RSE to all students as per section 34 of the Children and Social work act 2017, this can be delivered via Inspire South West whilst a student is with us should the school require it.

What we promote

The Inspire South West RSE programme of work promotes Resilience, Respect and Opportunity. In this way our programme values the qualities of stable relationships, marriage and family life, without bias to any particular family structure.



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, as part of the PSHE education curriculum, is vital to the development of all young people. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key

component in our approach to safeguarding our students through the curriculum.

Student Consultation

Inspire South West investigate what exactly students want from their RSE via ongoing student conversation. Consultation with students takes place both formally and informally. Formally students complete evaluations which are reviewed by key staff. Informally there is an open dialogue between staff and students. There is also the use of plenary activities to evaluate lessons.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Students may also receive stand-alone sex education sessions delivered by a trained health professional should they require it.

Delivery of RSE sessions will be appropriate to the needs of individuals, including students with special education needs.

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

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).

Roles and responsibilities

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;
- responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science 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 Directors.

The delivery of RSE is overseen by the PHSE lead and quality assured by the Directors.

Students

Students 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 withdraw their children from the non-statutory/non-science 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 1 of this policy and addressed to the students main school setting and Inspire South West.

Support for children who are withdrawn from the programme

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly. The school will also provide other PSHE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in the provision and agreed with the students main school setting.

Training

Directors 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 when required.

Inclusion and differentiation

Our RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. In reading this, please also refer to the SEN policy.