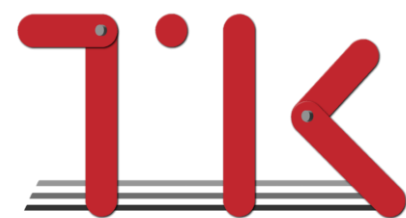




Relationship and Sex Education 2024 - 2025

Date of the last review:	August 2024
Date of this review:	February 2025
Comments:	
Head teacher's Signature:	
Review approved by the Proprietor	August 2024



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Rationale

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

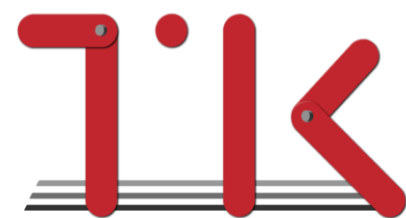
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Right Honourable Justine Greening, then-Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary and Secondary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools.

This policy is informed by existing DfE guidance on:

- Relationships Education, Relationships & Sex Education (RSE) & Health Education (Feb. 2019).
- Preventing & tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017).
- Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012).
- Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard & promote the welfare of children, March 2013, Keeping Children Safe in Education, 2024).
- Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline).



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- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils).
- SEND Code of Practice: 0 to 25 years 2015 (statutory guidance).
- Mental Health and Behaviour in Schools (advice for schools).
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying).
- Sexual violence and sexual harassment between children in schools (advice for schools).
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts).
- Promoting Fundamental British Values as part of SMSC in school's guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- HBT Bullying 2017.

The Aim of this policy within the curriculum:

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to maintain happy, healthy and loving relationships in the future.

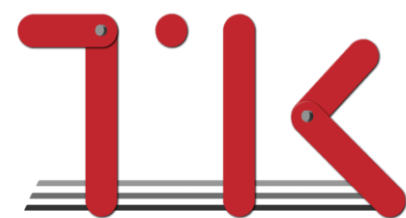
In doing so they learn to recognise their own worth, collaborate with others and become increasingly competent in their own decision making. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

To learn the roles and responsibilities of families, respectful relationships and how to be safe online. As well how to be safe within intimate and sexual relationships, safe sex and how to manage sexual pressure. This curriculum enables young people to make safe life choices and manage relationships in a positive way and understand the signs of negative relationships.

We know pupils who are unsure about, or just discovering their sexuality. We will support them in their choices and allow access to the wider community through support from the team and the LGBTQ+ Ambassador.

It is statutory that RSE is delivered up to the age of 16, but due to the nature of our setting and the particular vulnerabilities of our pupils this will be offered where needed to anyone up to the age of 18.



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Objectives/Pupil learning intentions:

RSE sessions at Teenage Kicks will support the development of the skills, attitudes, values and behaviour, which will enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Become healthy and fulfilled individuals

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

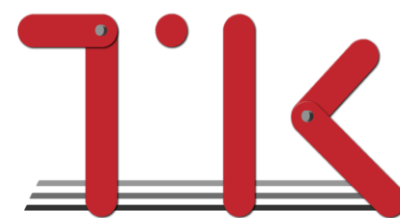
- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSE policy and that the policy is implemented effectively. It is also the Headteachers responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Monitoring and Review

The Curriculum Leads, SLT and Proprietor monitors the sex education policy on an annual basis.



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The Proprietor require the Headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in our school. The Proprietor should scrutinise materials to check they are in accordance with the school's ethos.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice — including homophobia and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

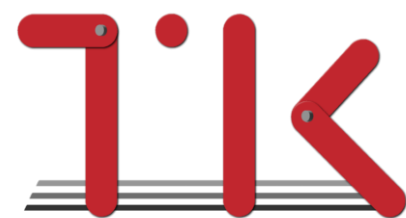
Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

How can schools involve families and carers?

Involving families is integral to the new guidance. Paragraph 41 states that 'All schools should work closely with families when planning and delivering these subjects. Schools should ensure that families 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.' Families and carers have the right to withdraw their child from the sex education that is delivered as part of the RSE sessions, but not from the relationships aspect. This can only be granted from three terms before their 16th birthday, after that if the child wants to receive sex education this must be granted without parental consent.

Safeguarding Pupils

Sometimes disclosures may be made during these sessions. In such cases, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after some sessions. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is



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followed. Teenage Kicks will ensure that all of our teaching is sensitive and age appropriate in approach and content.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the session are vital. Ground rules will be established on an individual or small group basis and will include the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

The Policy

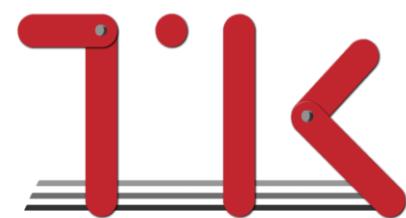
The Sex Education programme will be taught on a cyclical basis. It may be important to involve, inform and educate families when necessary offering support and guidance where required, through a variety of external partners.

Procedure

The content of sex and relationship education at Teenage Kicks has three main elements as follows:

a) Attitudes and values

- Learning the importance of values, individual's conscience and moral considerations.
- Learning the value of family life, how their family is shaped, marriage incorporating a stable and loving relationships for the successful nurture of children.
- Learning the value of respect, love and care
- Develop understanding of same sex and transgender relationships.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.



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- Developing a respect for the different types of relationships people can be involved in — same sex for example.

b) Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and without prejudice.
- Being aware of the consequences that their choices could bring upon themselves and others.
- Managing conflict.
- Learn how to recognise and avoid exploitation and abuse.
- Learn about the dangers that mobile technology and social networking pose to themselves and others.

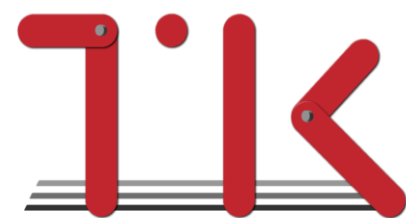
c) Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, and the avoidance of unplanned pregnancy including the legalities of abortion.
- Develop understanding of STI's and how they are contracted, including HIV and AIDS.
- Develop understanding of laws and responsibilities around sexual exploitation, sexual assault and rape.

Organisation

Co-ordination is essential to ensure continuity and progression. The work is mainly co-ordinated by the teacher with support staff from KS3 and KS4 who are responsible for the Sex Education taught through 1:1 session with assistance from external providers, who support through workshops, assemblies and training.

RSHE will be taught within the timetable. Pupils who are accessing a home school provision will receive this education, in consultation with tutors, parents/carers and their medical teams.



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Confidentiality and Advice

The following will be implemented in regards to confidentiality and advice for both pupils and staff.

- Develop understanding of laws and responsibilities around sexual exploitation, sexual assault and rape.
- Reassuring pupils that their best interest will be maintained encouraging pupils to talk — to parents or carers and supporting them in this issue.
- Reassuring pupils that if confidentiality has to be broken, they will be informed and supported.
- Any possibility of abuse will follow the schools Child Protection Procedure.
- Informing pupils of sources of confidential advice and help.
- Using ground rules, which should be set in the first session - refraining from use of names, no personal questions, etc.
- If there are any child protection disclosures made during RSE sessions that the school's safeguarding procedures are followed accordingly.

Relationships

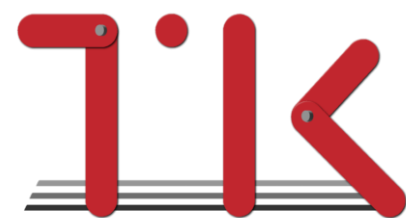
Within the context of talking about relationships, children will be taught about a wide range of relationships, including same sex, and different family arrangements, emphasising the positive qualities of family life in all its forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

Family partnerships

Teenage Kicks value and encourage the partnership with families. Parents do have the right to withdraw their child from the RSE delivered through PSI-IE and RSE but this does not extend to the Sex Education taught as part of the science curriculum. This can only be done up to three terms before the child's 16th birthday, after which time the child can make the decision to study this without parental consent. Families will be informed in the initial visits about RSE, they may withdraw their child if they wish.

Pupils with SEND

RSE must be accessible for all pupils. This can include pupils with Autism, Dyslexia, visual Impairments and hearing difficulties. Resources and sessions will be tailored and individualised to fit the specific needs of the pupils. Resources will include pictorial books,



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social stories and written format, depending on the needs of the individuals. Teenage Kicks will be mindful of the preparing for adulthood outcomes as set out in the SEND Code of Practice 2020, when teaching these subjects to those with SEND.

Teenage Kicks is aware that some pupils are more vulnerable to exploitation, bullying and engaging in unhealthy relationships due to the nature of their SEND. RSE can also be particularly important subjects for some pupils for example those with social, emotional and mental health needs or learning disabilities.

As with all teaching for these subjects, Teenage Kicks will ensure that the delivery is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Implementation, Monitoring & Review

This policy will be reviewed by the Headteacher on an annual basis. At every review the policy will be presented to the Proprietor for feedback and comments to evidence consultation. Once this is complete the Policy will be presented to all members of the Staff team. This policy is shared with all staff and is published on our School website. The pupil development in RSE is monitored by class teachers as part of our internal assessment process.

Appendices

1. Appendix 1: Parent form: Withdrawal from sex education topics with RSE.
2. Appendix 2: Information letter to all parents/carers.



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To be completed by school	
Agreed actions from discussion with parent	
Staff signature	



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Partington House
Partington Street
Failsworth
Manchester, M35 9RD
Tel: 0161 243 3868

Dear Parents/Carers,

In light of statutory changes to the curriculum in regard to Relationships and Sex Education (RSE), Teenage Kicks RSE policy is available to view on our website.

From September 2021 the RSHE guidance has stated that schools must include and deliver RSE as part of the curriculum.

As part of the statutory guidance for RSE, parents/carers have the right to withdraw their son/daughter from Sex Education. The right to withdraw your child relates to some, or all, of the Sex Education components of Relationships and Sex Education.

The parental right to withdraw is applicable up to, and until three terms before your child turns 16. After that point, if the young person wishes to receive Sex Education rather than be withdrawn, the school will make arrangements to provide this during one of those terms.

There is no parental right to withdraw your son I daughter from Relationships Education or Health Education.

If you would like to withdraw your child from some or all of Sex Education, you must express this in writing to the Head teacher.

If you have any questions relating to any of the contents of this letter, please do not hesitate to contact your child's tutor in the first instance.

Thank you for your continued support.

Yours sincerely
Chris Valentine

Headteacher
Chris.valentine@teenagekicks.uk