



Relationships and Sex Education Policy

Ealing Alternative Provision

Approved by: EAP SLT

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Staff Responsible: J Brackley T+L coordinator

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1. Rationale

Definition:

The following policy refers to Relationships and Sex Education at Ealing Alternative Provision (EAP)

We define Relationships and Sex Education (RSE) as learning about families, respectful relationships, including friendships and intimate and sexual relationships, sexual health, online and media use and being safe. RSE is not about the promotion of sexual activity.

RSE supports students in coping with the physical and emotional aspects of growing up and preparing them for the opportunities and responsibilities which sexual maturity brings.

Relationships and Sex education is taught as part of PSHE programme, some aspects of sex education may also be covered within the science curriculum. (see appendix 1)

RSE and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Moral and Values Framework:

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a maintained secondary provision, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At EAP we teach RSE as set out in this policy.

3. Policy development

This policy has been developed through government guidance and in discussion with staff, pupils, parents, carers and social workers. The steps taken to review the policy are as follows.

1. Review – Designated staff members of the RSE working party looked through the existing RSE policy as well as local and national guidance for Relationships Education. The working party then reviewed the RSE policy reflecting any advice and changes at local and national level.
2. Staff consultation –All staff have been given the opportunity to participate in the development of the RSE Policy and programme.
3. Parent/stakeholder consultation – parents and any interested parties have access to a copy of the RSE policy and given the opportunity to discuss any arising issues or to offer comments/suggestions. Additional work that was needed with parents to raise their awareness and knowledge of RSE in EAP has also been identified.
4. Parent/stakeholder consultation – parents and any interested parties have access to a copy of the RSE policy and have been given the opportunity to discuss any arising issues or to offer comments/suggestions. Additional work that was needed with parents to raise their awareness and knowledge of RSE in EAP has also been identified.
5. Pupil consultation –pupils were consulted via the Health Related Behaviour Survey. The results of this survey were then used to inform the

- policy and inform the delivery of RSE in our school. A pupil focus group was also held so that pupils could feed into the content of the policy.
6. Governor consultation – Management Committee were consulted on this policy via a governor meeting. All management committee members were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
 7. Ratification – once any amendments were made, the policy was shared with all involved parties and ratified. The policy was then ratified by the governing body on June 2021.

Please note:

The Department for Education and Ofsted have clearly outlined aspects of RSE that are statutory in all high schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

This policy will be reviewed regularly but at least every two years. This policy will be next reviewed October 2024

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of RSE at our school is to:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Understand the consequences of their actions and behave responsibly within pastoral and sexual relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively.
- Be aware of their sexuality and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender).
- Understand the arguments for delaying sexual activity and the reasons for having protected sex.
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting, pornography and online grooming

- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary, treatment.
- Know how the law applies to sexual relationships.
- Understand what consent means and factors that influence one's ability to consent

5. Equal Opportunities

Ealing Alternative Provision believes that RSE should meet the needs of all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships and Sex Education. Equal time and provision will be allocated for all groups but there may be occasions where some children like those with special educational needs (SEN) or those that are deemed at risk are given extra support.

Ealing Alternative Provision believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Separate provision may be offered to gender groups when discussing gender specific issues.

The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

6. Delivery of RSE: Content, delivery and training

Content:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. EAP has developed their own SOW in line with the needs of its pupils and in consultation with the Ealing Health team. Some biological aspects of RSE are sometimes taught within the science curriculum, and other aspects of sex education are also included in our pastoral support programme. A breakdown of what is covered in RSE, Health Education and Science can be found in appendix 1 (a full PSHE curriculum map is also available to view, along with unit topic Los mapping document).

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families

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

The above points are covered in an age appropriate way from Year 7 to Year 11 (see appendix 2). 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).

For more information about our RSE curriculum, see appendix 2. (Appendix 2 outlines the learning objectives for RSE)

Delivery:

RSE is not delivered in isolation but firmly embedded across the school (e.g. PSHE, tutor and mentoring programme). This includes lessons on how to keep themselves and their bodies' safe and what to do if they are worried about any changes to their body.

RSE will usually be delivered by a member of school staff. If an external visitor is delivering any aspects of Relationships Education, parents will be informed.

RSE is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual

teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

J Brackley is the member of staff who monitors the implementation of Relationships Education, this monitoring is done through lesson observations, learning walks, book scrutiny, pupil conferencing sessions and staff focus groups.

Training:

RSE is delivered by an experienced dedicated team, while any other staff expected to support in the delivery are well trained by this team. RSE knowledge and understanding is also included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

7. Child protection

Although the legal age of consent is 16 years old, there are young people who are sexually active under the age of 16.

If any child makes a disclosure to a member of staff this will be directed to the safe guarding team to decide the further and necessary interventions required to support the child. This may include informing parents where appropriate. The professional code of conduct is adhered to by all adults involved in any disclosure and confidentiality maintained.

Staff, parents and pupils made aware of these procedures at their initial interview and through the induction process.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

D. Higgins is the designated safe-guarding lead
K. Keisskopf is the deputy lead.

Staff will also be referred to the:

DfE's 2023 document on 'Keeping children safe in education'- statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018/2022

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

8. Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the RSE programme at the start of the new year, as part of information provided on what their children will be learning.

The school will liaise with parents through:

- School website
- Letter (Appendix 3)

The school encourages parents to discuss RSE with the headteacher, PSHE lead or the child's tutor and are invited to view materials. This policy will be available on the school website for parent

Right to withdraw

Parents have the right to withdraw their children 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 and addressed to the headteacher.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet.

These sources of information are open incorrect and unreliable and can expose children to information which is not appropriate for their age.

A copy of withdrawal requests will be placed in the pupil's educational record. The SLT will discuss the request with parents and take appropriate action. SLT will be happy to share lesson resources and discuss aspects that parents can and cannot withdraw from. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

9. Roles and responsibilities

The governing board

The governing board has delegated the approval of this policy to the headteacher and will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher 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 appendix 1).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher, SLT or PSHE leads.

All staff may be expected to deliver RSE lessons. J Brackley is responsible for leading PSHE and RSE in this school.

Pupils

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

Signatures:

J. Brackley

Headteacher

Governor

T+L co-ordinator

APPENDIX 1: Curriculum coverage: RSE, health education and science

Relationships Education	Sex Education	Science	Health education
<p>Families</p> <ul style="list-style-type: none"> 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 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. 		<p>Key Stage 3:</p> <ul style="list-style-type: none"> reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms <p>Key Stage 4:</p> <ul style="list-style-type: none"> communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. that happiness is linked to being connected to others. how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
<p>Respectful relationships including friendships</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the 	<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 		<p>Internet safety and harms</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on

<p>management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> • 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. • 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. 			<p>online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
<p>Online and media</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all 	<ul style="list-style-type: none"> • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way 		<p>Physical health and fitness</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and

<p>contexts, including online.</p> <ul style="list-style-type: none"> • 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 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. 	<p>people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p>		<p>evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p> <ul style="list-style-type: none"> • about the science relating to blood, organ and stem cell donation.
<p>Being safe</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, abuse, grooming, coercion, harassment, 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, and how and when consent can be withdrawn (in all contexts, including online). 	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, rape, • 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). 		<p>Healthy eating</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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, 		<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal

	<p>sex and friendship.</p> <ul style="list-style-type: none"> • 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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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 		<p>substances.</p> <ul style="list-style-type: none"> • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
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	<ul style="list-style-type: none"> 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. 		
			<p>Health and prevention</p> <ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. (late secondary) the benefits of regular self-examination and screening.
			<p>Basic first aid</p> <ul style="list-style-type: none"> basic treatment for common injuries. life-saving skills, including how to administer CPR.15 the purpose of defibrillators and when one might be needed.
			<p>Changing adolescent body</p> <ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing. the main changes which take place in males and females, and the implications for emotional and physical health.

APPENDIX 2: RSE learning objectives

The following are the learning objectives are for RSE at EAP. These lessons will be taught from September 2020 in line with the DfE guidance for Relationships and Sex Education.

Not all the DfE guidance is covered, an overview of the objectives that are covered in all units can be seen in statutory mapping documents.

EAP

Year	Respectful relationships, including friendships
	Learning objective
7/8	<ul style="list-style-type: none"> To understand what constitutes a positive and healthy relationships (including familial relationships) & including forced marriage and honour based violence To identify the features of healthy and unhealthy relationships To explore gender-based peer influence and identify how to challenge or resist it To understand the law relating to FGM To understand the law in relation to sexting To understand human reproduction and conception (including information on consent) To understand varying methods of contraception which prevent spread of STIs
9	<ul style="list-style-type: none"> To understand healthy relationships (focus on CSE) To understand expectations in healthy relationships (Domestic abuse focus) To understand the risks associated with sexting To explore healthy online relationships To understand consent in relationships (sexual bullying)
10	<ul style="list-style-type: none"> To understand healthy relationships including media views and CSE To understand consent in relationships (sexual bullying) To understand the nature and risk of sexually transmitted infections To learn about all the different types of contraception and how they work. To learn about growing positive romantic/intimate relationships
11	<ul style="list-style-type: none"> To explore healthy relationships (focus on forced marriage and Honour Based Violence) To understand what freedom and capacity to consent mean To explore risky behaviour and the choices available including unplanned conception

APPENDIX 3: Sample letters for PARENTS

Dear Parent/Carer

Today we have a vast amount of, sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, and so on, which young people may have access to, and this can sometimes make an already confusing time seem even more complicated. Therefore, as part of the school's Personal, Social and Health Education programme your child will receive lessons on relationships, sexual health and puberty.

The purpose of Relationships and Sex Education (RSE) is to provide knowledge and understanding of the human body, changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school may reinforce what you are already doing at home.

The key aims of RSE are to:

- Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage.
- Foster self-awareness and self-esteem.
- Develop a sense of responsibility and respect for themselves and others.

The programme will cover:

- Family and marriage
- Respectful relationships
- Online and media
- Being safe
- Intimate relationships and sexual health

You are welcome to contact Ms. Brackley discuss the programme or to view any of the teaching materials used.

Yours sincerely

T+L co-ordinator
J. Brackley

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