

| Policy document control box | |
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Statement of Intent

Relationships and Sex Education (RSE) aims to equip students with the knowledge and skills needed to develop healthy relationships of all kinds, including those with family and friends as well as intimate relationships. It helps students to understand how to identify both positive and harmful relationships and to appreciate how the former enhance their well-being and self-esteem. "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfE, June 2019)

Responsibility for Implementation

The Centre Head is responsible for ensuring that there is a robust RSE programme within the PSHEE curriculum and an RSE Scheme of Work. These are produced, delivered and developed by a designated member of staff, the RSE lead.

Inclusivity

Throughout the RSE curriculum we aim to include all students including students that identify as LGBTQ+. During Wellbeing lessons throughout the year we focus lessons on learning about LGBTQ+ on days such as coming out day on the 11th of October and Pride month in June. Within RSE lessons students are encouraged to avoid reinforcing binaries which is modeled by staff in lessons. Within RSE lessons students are encouraged to not assume anyone's gender or sexuality.

In these lesson we try to avoid reinforcing binaries:

- ★ Men and women → people
- ★ Both genders → all genders
- ★ When talking about e.g. periods / pregnancy / genitals → 'people who have periods', 'pregnant people'.

In these lesson we try not to 'other'

- ★ 'Marriage' and 'gay marriage' → it's marriage!
- ★ 'Gay sex' or 'straight sex' → it's sex between two consenting people!

RSE Curriculum

RSE is a central strand of the Personal, Social, Health and Economic Education (PSHEE) curriculum at Red Balloon, which incorporates the statutory elements contained in the DfE guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (June 2019). The RSE scheme of work is published on our website.

RSE Core Curriculum at Red Balloon Norwich:

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

| | By the end of students time at Red Balloon they should know: |
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| Families | <ul style="list-style-type: none"> ● that there are different types of committed, stable relationships |
| | <ul style="list-style-type: none"> ● how these relationships might contribute to human happiness and their importance for bringing up children |
| | <ul style="list-style-type: none"> ● 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 |
| | <ul style="list-style-type: none"> ● why marriage is an important relationship choice for many couples and why it must be freely entered into |
| | <ul style="list-style-type: none"> ● the characteristics and legal status of other types of long-term relationships including other legal ways to recognise a relationship other than marriage |
| | <ul style="list-style-type: none"> ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting |
| | <ul style="list-style-type: none"> ● 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 | <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 management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship |

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| | <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. |
| | <ul style="list-style-type: none"> 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). |
| | <ul style="list-style-type: none"> 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. |
| | <ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help |
| | <ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control |
| | <ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. |
| | <ul style="list-style-type: none"> 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 |
| Online and Media | <ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online |
| | <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 |
| | <ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them |
| | <ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. |
| | <ul style="list-style-type: none"> the impact of viewing harmful content. |

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| | <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 people see themselves in relation to others and negatively affect how they behave towards sexual partners |
| | <ul style="list-style-type: none"> ● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail |
| | <ul style="list-style-type: none"> ● how information and data is generated, collected, shared and used online. |
| Being Safe | <ul style="list-style-type: none"> ● 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. |
| | <ul style="list-style-type: none"> ● 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) |
| Intimate and sexual relationships, including sexual health | <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, sex and friendship |
| | <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 |
| | <ul style="list-style-type: none"> ● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. |
| | <ul style="list-style-type: none"> ● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. |
| | <ul style="list-style-type: none"> ● that they have a choice to delay sex or to enjoy intimacy without sex. |
| | <ul style="list-style-type: none"> ● the facts about the full range of contraceptive choices, efficacy and options available. |
| | <ul style="list-style-type: none"> ● the facts around pregnancy including miscarriage. |

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| | <ul style="list-style-type: none"> 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). |
| | <ul style="list-style-type: none"> 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. |
| | <ul style="list-style-type: none"> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. |
| | <ul style="list-style-type: none"> how the use of alcohol and drugs can lead to risky sexual behaviour. |
| | <ul style="list-style-type: none"> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |

Throughout their time at Red Balloon Norwich students assess their progression and understanding of these statements using a traffic light assessment system.

The Wellbeing curriculum follows a three-year cycle, within which RSE is delivered.

Following PSHE Association guidance, within this framework adjustments are made and the content is adapted according to the students' development, readiness and needs. The bespoke nature of Red Balloon's provision enables us to ensure that appropriate and relevant learning opportunities are provided for all students, including those with Special Educational Needs and Disabilities.

Students are made aware of the relevant legal provision in each topic (eg. consent, online behaviours), to ensure that they are informed about the law regarding sex, sexuality, relationships, gender identity and sexual health, as well as broader safeguarding issues. We aim to equip them to make safe, informed and healthy choices about how to live their lives, whilst also respecting the rights of others, with particular regard to the protected characteristics defined under the Equality Act (2010).

Practice

RSE at Red Balloon is delivered in weekly timetabled Wellbeing sessions, which are led by the RSE Lead who is a trained DSP and/or by other teachers as appropriate. The RSE lead has annual RSE training to maintain up to date knowledge and high quality teaching. The teaching approach is non-judgmental, inclusive and respectful, allowing scope for students to ask questions and explore ideas in a safe environment.

Under the guidance of the RSE Lead, staff work collaboratively on resources and approaches. Potential resources are carefully assessed, to ensure that they are both appropriate to the students' stage of development and sensitive to their needs. In addition to ongoing informal monitoring and evaluation by staff, Red Balloon seeks feedback from students about RSE to help to develop further the quality of provision in this area. The RSE lead works closely with colleagues in related curriculum areas to ensure the RSE programme complements, and does not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

Right to Withdraw/Right to be excused

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (though not from Relationships or Health Education). Parents wishing to exercise this right should contact the Centre Head to discuss their request. Additionally, from 3 terms before a child turns 16 they can override their parents' decision and opt themselves into sex education. We will provide a consolidated curriculum of sex education for Year 11, where this occurs. There is no right for parents to have their child excused from relationships education or health education.

Policy Development

This policy has been developed and produced through consultation with Red Balloon students, staff and parents, to ensure that it meets students' needs. Feedback is gained from pupil voice, parent survey and parent consultation evenings. It will be formally reviewed on an annual basis, including further engagement with these relevant stakeholders, and presented to Trustees for approval.

Legislation/guidance that informs this policy

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, June 2019 and updated in July 2020)
- Independent Schools Regulatory Requirements (Jan 2015)
- Equality Act (2010)

Other Red Balloon policies that should be read in conjunction with this one

- Personal, Social, Health and Economic Education Policy
- Well-Being Policy