

<b>Policy document control box</b>	
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## 1. Purpose

The aims of relationships and sex education (RSE) at Red Balloon of the Air are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Scope

At Red Balloon of the Air, we teach RSE as set out in this policy. As per section 34 of the [Children and Social Work Act 2017](#), we aim to provide age or stage appropriate RSE sessions to all students. In teaching RSE, we are recommended to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

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

This policy has been developed in consultation with pupils, parents and staff.

## 3. Definition

RSE at RBAir is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information in a supportive and safe online environment, and exploring issues and values. It is not about the promotion of sexual activity.

## 4. Curriculum and delivery

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 alignment with feedback from parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

RSE is taught within the personal, social, health and economic education (PSHEE) curriculum. Biological aspects of RSE are taught within the science curriculum.

RBAir focuses on giving young people the information they need to help them develop safe, 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 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).

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.

## 5. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' 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 is appropriate for them, for example in:
  - Small group sessions
  - 1-to-1 sessions
  - 1-to-1 sessions with their mentor
- Give careful consideration to the level of differentiation needed

## **6. Roles and responsibilities**

### **The governing/trustee board**

The governing board 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, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and with the lead for PSHEE (currently Elaine Beattie).

### **Students**

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

## **7. Parents' right to withdraw**

Parents/carers have the right to withdraw their child 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 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record on the MIS. The headteacher will discuss the request with parents/carers and take appropriate action.

## **8. Related legislation and documents**

### **Legislation and guidance that inform this document**

- Children and Social Work Act 2017
- Education Act 1996
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Equality Act 2010

### **Other Red Balloon policies to be read in conjunction with this one**

- Child Protection and Safeguarding
- PSHEE
- SEND
- Diversity, Equality and Inclusion

## **9. Appendices**

### Appendix 1:

The schemes of work take a thematic approach; allowing for developmental progression by revisiting themes year on year, building on and extending prior learning. Both Key Stages cover the same theme at the same time, with Online Safety woven throughout a number of topics where appropriate. New students will follow a stand-alone [E Safety programme](#) before joining the scheme at the relevant entry point. The scheme ensures

opportunities to develop knowledge, skills, and attributes, through a programme that is relevant and appropriate to the ethos of RBAir and the needs of our students.

Key Stage	Autumn 1 Living in the Wider World	Autumn 2 Health and Wellbeing	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
<b>KS3 Yr1</b>	<b>Online Safety</b> Cyber Crime & online fraud, Identity fraud, data protection, risks & consequences	<b>Healthy Lifestyle</b> Equal opportunities for good health, dental health, substance use & risks	<b>Building Relationships</b> Healthy relationships, stereotypes and the media, online relationships	<b>Emotional Wellbeing</b> Mental health and emotional wellbeing, digital resilience, healthy/unhealthy coping strategies	<b>Inclusion and Belonging</b> Coercive friendships, preventing involvement in serious & organised crime, hate crime	<b>Financial decision making</b> Saving, budgeting, making financial choices, enterprise skills, sustainable living
<b>KS3 Yr2</b>	<b>Goals and Careers</b> Goal setting and confidence building, Recognising and building personal skills, managing online reputation	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, sleep, basic life support, mental health first aid	<b>Respectful Relationships</b> Values, commitment, listening, understanding and communicating, managing conflict in relationships, being a positive bystander	<b>Health and puberty</b> Puberty, unwanted contact on and offline, sharing images online, body image in a digital world	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', introduction to contraception	<b>Digital Citizenship</b> dis/misinformation, personal/written bias, freedom of speech, skills in action

<p><b>KS 4 Yr1</b></p>	<p><b>Online Safety</b> Cyber Crime &amp; Online Fraud, Money Mules, Social engineering</p>	<p><b>Healthy Lifestyle</b> Equal opportunities for good health, substance use, risk-taking and personal safety, managing influence</p>	<p><b>Respectful Relationships</b> Rights, trust and values in relationships, Healthy and Unhealthy relationships</p>	<p><b>Emotional Wellbeing</b> Facing new challenges, reframing negative thinking, recognising mental ill-health, emotional wellbeing</p>	<p><b>Addressing extremism and radicalisation</b> Valuing diversity, understanding and preventing extremism, how people are drawn into extremist groups, internet subcultures</p>	<p><b>Financial decision making</b> Tackling homelessness, living independently, personal finance</p>
<p><b>KS 4 Yr2</b></p>	<p><b>Next Steps</b> Employability, enterprise, and online presence  Morrisby Careers Platform</p>	<p><b>Increasing Independence</b> Influences on Health and healthy behaviours  Choices/processes of blood, organ and stem cell donation, basic life support, mental health first aid</p>	<p><b>Respectful Relationships</b> Recognising and challenging bullying behaviour, relationship abuse, consent, sharing sexual images</p>	<p><b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media, County Lines.</p>	<p><b>Family Life</b> Different types of relationship &amp; legal status, forced marriage, marriage &amp; civil partnerships, contraception &amp; parenting</p>	<p><b>Living Responsibly</b> Democracy, voting and elections, age of criminal responsibility</p>



2: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child			
Name of parent/ carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like Red Balloon of the Air to consider			
Parent signature			

TO BE COMPLETED BY RBAIR	
Agreed actions from discussion with parents/ carers	