



# THE OUTDOORS SCHOOL

## Relationships and Sex Education Policy

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## Record of changes

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## Contents

Introduction .....	4
Aims.....	4
Statutory requirements .....	4
Policy development .....	4
Definition.....	5
Curriculum .....	5
Delivery of RSE .....	5
Inclusivity.....	6
Use of resources .....	6
Use of external organisations and materials.....	7
Roles and responsibilities .....	8
The Co-CEOs .....	8
The headteacher .....	8
Staff.....	8
Learners .....	8
Parents' right to withdraw .....	9
Training .....	9
Monitoring arrangements .....	9
Appendix 1: .....	10
Our Learning Journey: PSHE including Relationships & Sex Education .....	10
PSHE Projects .....	11
Appendix 2.....	12
Parent form: withdrawal from sex education within RSE.....	12

# Introduction

## Aims

The aims of **Relationships and Sex Education** (RSE) at our school are to deliver the following in a SEND-aware and supportive manner:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners 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

## Statutory requirements

As a Independent Special School, we must provide relationships education to all learners under section 34 of 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](#).

We must also have regard to our 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

At The Outdoors School we teach RSE as set out in this policy.

## Policy development

This policy will be reviewed as part of a consultation with staff, learners and parents. The consultation and the policy development process will involve the following steps:

1. Review – a member of staff or working group pull together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy through the School Stakeholder Committee.
4. Learner consultation – we will investigate what exactly learners want from their RSE through the Junior Leadership Team.

5. Ratification – once amendments are made, the policy will be shared with the directors and ratified.

## Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## Curriculum

Our RSE curriculum is set out as per Appendix 1.

We have developed the curriculum and will review it in consultation with parents, learners and staff, and take into account the age, developmental stage, needs and feelings of our learners. If learners ask questions outside the scope of this policy, staff will respond in an appropriate manner so that learners are fully informed and don't seek answers online.

Our sex education will focus on:

- Preparing learners for the changes that adolescence brings
- How a baby is conceived and born, including contraception methods
- How to stay safe in person and online

## Delivery of RSE

RSE is taught within the Personal, Social, Health & Economic (PSHE) curriculum. All RSE teaching is embedded in Project Based Learning and bespoke delivery either for individuals or groups where required.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online and media
- Being safe

For more information about our RSE curriculum, see [Appendix 1](#).

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, LGBTQ+ 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.

## **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of learners will relate to them
- Is sensitive to all learners' experiences
- During our sessions, makes learners feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-group setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
- Give careful consideration to the level of differentiation needed (based on developmental and emotional level rather than chronological age)

## **Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to learners' experiences and will not provoke distress
- Are SEND-appropriate where required

# Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with learners' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they are going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind staff that they can say "no" or, in extreme cases, stop a session

- Make sure that the staff are around during any sessions with external speakers

We will not under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## Roles and responsibilities

### **The Co-CEOs**

The Co-CEOs will approve the RSE policy and hold the headteacher to account for its implementation.

The Co-CEOs 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 learners from non-statutory components of RSE (see section 9).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents 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 will receive the necessary support.

### **Learners**

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



## Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in [Appendix 2](#) of this policy and addressed to the headteacher.

Alternative activities will be offered to learners who are withdrawn from sex education.

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.

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

## Training

Staff are trained on the delivery of RSE as part of their Continual Professional Development (CPD).

The headteacher 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.

## Monitoring arrangements

The delivery of RSE is monitored by The Head of Pastoral (The HoP) & The Head of Teaching & Learning (HoT&L) through:

- Monitoring arrangements, such as QA, learning walks and SSC review.
- Learners' development in RSE is monitored by staff as part of our internal assessment systems on Evidence For Learning portal.

This policy will be reviewed by The HoP & The HoT&L, annually. At every review, the policy will be approved by the Co-CEOs and the Headteacher.

# Appendix 1 :

## Our Learning Journey: PSHE including Relationships & Sex Education

### PSHE including Relationships & Sex Education

At The Outdoors School, we endeavour to provide children with the fundamental understanding of how to be healthy, along with opportunities to develop the skills needed to be a good citizen who is proud to be part of a respectful and multicultural community that extends into the wider world.

At The Outdoors School, we strive to embed acceptance and tolerance throughout our curriculum, but especially within PSHE & Relationships & Sex Education where our teaching focuses on building healthy and respectful relationships with family and friends, including in the online world. Our teaching will be via 18 projects (see table below) that cover every aspect of the PSHE National Curriculum and are delivered through Project Based Learning.

Our PSHE Curriculum (which includes RSE) is designed to complete all aspects in a progressive manner through Phases 1, 2 & 3, with learners revisiting any previously taught aspect individually or as a group where required.

## PSHE Projects

<b>PHASE 1 (KS2)</b>	<b>National Curriculum Links</b>
Ourselves	H16-19 (KS1), H25-H29, <b>H30-H36</b> , R30-31
Families	H16, <b>R1, R6-R9</b>
Healthy Lifestyles	H1 -14, H32
Keeping safe/Shared responsibility	H37-45, L1-5
Mental Health	H15-H24 (+KS1 H11-20)
Economic Wellbeing	L11-16, L17 -24
<b>PHASE 2 (KS2-3)</b>	
Relationships	<b>R1 -9, R10-18</b>
Social Influences	<b>R19-29</b> , L6-10
Health	H46-50, H23-29
Emotional Wellbeing	KS3 H1-5, H6-12
RSE Puberty and Sexual Health	H34, <b>R22, R25, R26 R</b> , H30-33
Work and Career	L25-32
<b>PHASE 3 (KS3-4)</b>	
Healthy Decisions	H11-18, <b>H26-33, H34-36</b>
Personal Safety	<b>H30-33</b> , H22-25, <b>R18-22</b>
Maintaining Relationships	<b>R1-8, R9-17, R23-27</b> , R28-34
Media Health	R7-8, R29, R21-22, R42
Choices and Pathways	L1 -12
Next Steps and Career	L16-L29

RSE elements are in **green**.

## Appendix 2

### Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
<b>Name of child</b>		<b>Group</b>	
<b>Name of parent</b>		<b>Date</b>	
<b>Reason for withdrawing from sex education within Relationships And Sex Education</b>			
<b>Any other information you would like the school to consider</b>			
<b>Parent signature</b>			

TO BE COMPLETED BY THE SCHOOL	
<b>Agreed actions from discussion with parents</b>	