



Venture
Learning

Relationships & Sex Education Policy

Venture Learning

Document Owner

Rhys Griffiths

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Introduction

This policy is written in accordance with the DfE's statement of intent for Relationships & Sex Education:

'RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- *different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;*
- *how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;*
- *how relationships may affect health and wellbeing, including mental health;*
- *healthy relationships and safety online; and,*
- *factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.'*

Venture Learning believes that all children and young people have the right to high quality, comprehensive Relationships & Sex education (RSE) that promotes good sexual health, and equal and healthy relationships. We support a rights-based approach to RSE, based on qualities such as mutual respect, trust and consent.



Key Staff and Contacts

Provision Based Contacts

Name	Role
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Values and Ethos

This policy covers the Venture Learning approach to how we expect our to support our children's development and understanding around relationships, health and sex education.

The policy is developed in line with the expectations of the DfE Statutory Guidance for RSE (first published in June 2019) and in consultation with staff, student and parents. The policy has been developed in such a way so that it can be adapted and personalised to become a level document.

We define 'relationships and sex education' as a curriculum which will help our children grow in confidence and understanding relating to how they as individuals will develop, grow and mature into responsible individuals. We believe relationships and sex education is important for our school because it will help our children to value positive relationships and to have the confidence and strength of character to identify and lead a healthy lifestyle. We view the partnership of home and the school as vital in providing the context of open discussion, honesty and support. The intended outcomes of the programme of study is that pupils will:

- Know and understand, how as individuals our bodies change as we get older.
- Understand they have the right to be safe. o Understand they have a responsibility to be a responsible, valued member of the school.
- Develop the skills needed to lead a healthy lifestyle.
- Develop the attributes of positive relationships.

Statutory Requirements & Legislation

Venture Learning follows the Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education (July 2025), effective from September 2026.

This policy has been developed with reference to:

- Children and Social Work Act 2017
- Education Act 2002
- Equality Act 2010
- Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory Guidance (DfE, 2025)
- Keeping Children Safe in Education 2026
- SEND Code of Practice
- Prevent Duty Guidance



The RSE curriculum forms part of Venture Learning's wider PSHE and Personal Development curriculum.

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges ⁷ , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

Policies for mandatory subjects		Policy for non-mandatory subjects
For primary education ⁸	For secondary education	For primary schools that may choose to teach sex education
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents <i>do not</i> have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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). See Appendices for content mapping from the PSHE Association.

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw a pupil from sex education lessons up to three months before the 16th birthday of the pupil when the child can choose to opt in.

Curriculum Design

The curriculum will take into account the age, needs and feelings of pupils and stakeholder/parent through consultation. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online inappropriately. The RSE programme is an integral part of whole school



PSHE provision and will cover: Health and Well Being, Relationships and Living in the Wider World. It:

- is inclusive of equality and diversity and academies will demonstrate this by ensuring the curriculum enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.
- will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils.
- supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- will be taught through a range of teaching methods and interactive activities.
- Will ensure that learning about relationships and sex education will link to/complement learning in topic and SMSC.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

The RSHE curriculum is delivered through the Cre8tive PSHE Curriculum as the primary programme of study and is supported by guidance from the PSHE Association Programme of Study.

Learning is delivered through a spiral curriculum model which revisits key themes over time whilst building increasing knowledge, understanding and skills.

Curriculum content is adapted in response to:

- pupil need;
- safeguarding concerns;
- local contextual risks;
- current affairs;
- emerging national priorities.

This ensures that learning remains relevant, responsive and appropriate to pupils attending Venture Learning.

Roles

The Provision Lead is ultimately responsible for ensuring that RSE is taught as part of Venture Learning's curriculum but may choose to designate an RSE coordinator to implement the RSE policy at an operational level.



Takes responsibility for:

- ensuring that RSE is built into the curriculum as part of the schemes of work for PSHE;
- consulting with parent to ensure that parents/carers are aware of their child's participation in RSE and understand their right to withdraw;
- monitoring and reviewing the RSE programme;
- updating the RSE programme to reflect changes in statutory guidance; and,
- offering advice and guidance to staff about the teaching of RSE.'

The Headteacher and PSHE/RSHE Lead are responsible for monitoring the implementation and effectiveness of the RSHE curriculum.

Teaching and Support Staff

Are responsible for:

- planning and delivering RSE lessons in line with Venture Learning's PSHE curriculum;
- modelling healthy and respectful relationships;
- seeking guidance from the RSE Coordinator if they are uncomfortable or unsure of how to teach RSE topics; and,
- reporting any concerns that arise from RSE discussions to the Designated Safeguarding Lead.

Pupils

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

Safeguarding

Staff must consider how safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers should be aware of the academy confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding lead who will follow school policy for safeguarding.
- Visitors/external agencies which support the delivery of RSE will be required to adhere to academy safeguarding policies, confidentiality and the RSE policy.

Contextual Safeguarding



Venture Learning recognises the importance of contextual safeguarding within an Alternative Provision setting.

RSHE learning may therefore include:

- healthy and unhealthy relationships;
- consent and personal boundaries;
- online safety and digital relationships;
- criminal exploitation;
- child sexual exploitation;
- county lines;
- knife crime awareness;
- substance misuse and vaping;
- peer-on-peer abuse;
- coercive and controlling behaviour;
- harmful online influences;
- misogyny and violence against women and girls.

Content will be adapted according to pupil need and emerging safeguarding concerns.

Learning will support pupils to understand:

- digital consent;
- online exploitation;
- pornography and its potential impact upon relationships;
- social media influences;
- misinformation and manipulation online;
- artificial intelligence (AI) and AI-generated content;
- online scams and financial exploitation.
- Pupils will be taught how to seek support when exposed to online harm

Parents/Carers

Parents/carers play a vital role in modelling healthy relationships for their children. Open and honest discussion about relationships and sex at home can help support a young person's moral and emotional development in this area.

If parents/carers have concerns about their child's approach to relationships and sex they may communicate these with Venture Learning. This helps us to work together to safeguard young people, as well as meeting their educational and wellbeing needs.

Section 2: Operation of the Policy

2.1. RSE in the Curriculum

RSE will be taught as part of the PSHE curriculum at Venture Learning. Teaching staff may also facilitate RSE discussions as part of direct work if this is deemed necessary and appropriate by the Provision Lead.



Venture Learning recognises two core strands of RSE: 'Respectful Relationships' and 'Safer Sexual Practice'.

The 'Respectful Relationships' strand of RSE aims to help students develop:

- an understanding of a range of relationships including varying boundaries and appropriate physical, emotional and social conduct in different types of relationship;
- the skills to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;
- the emotional literacy to be able to talk about feelings and relationship issues in a constructive way;
- self-esteem and respect for others to underpin positive relationships;
- the ability to recognise when a relationship is unhealthy and the knowledge of how to seek support when a relationship is in crisis; and,
- tolerance and respect for the relationships of others including those that seem unfamiliar due to religious, cultural or sexual differences.

The 'Safer Sexual Practice' strand of RSE aims to teach students:

- to recognise and understand the physical and emotional changes that take place at puberty and how to manage these changes in a positive way;
- about reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;
- how different forms of contraception work, and where to get advice, in order to inform future choices;
- to recognise when pressure from others threatens their personal safety and wellbeing, and to develop effective ways of resisting pressures, including knowing when and where to get help; and,
- about the importance of consent, what constitutes consent and the legal and emotional consequences of acting without consent; and,
- how to seek professional advice and help confidently for concerns about sexual health and wellbeing.

RSHE forms an important element of Venture Learning's safeguarding curriculum.

Staff should be aware that RSHE lessons may lead to disclosures relating to safeguarding concerns.

Staff cannot offer unconditional confidentiality and must follow the school's safeguarding procedures where concerns arise.

Any concerns identified through RSHE teaching will be reported to the Designated Safeguarding Lead in accordance with the Child Protection and Safeguarding Policy.

External providers contributing to RSHE must adhere to Venture Learning safeguarding procedures and professional expectations



2.2. Dealing with Sensitive Issues

Teaching staff need to be sure that they are aware of issues that may arise when teaching RSE. The following guidance should be applied to RSE lessons and the facilitation of RSE discussions:

- ground rules for respectful communication should be established with the group at the outset of an RSE programme and reiterated at the start of each subsequent RSE lesson;
- no student or member of staff should be made to feel pressured to answer a personal question or contribute to the discussion;
- meanings of words should be described in a sensible and factual way;
- teaching staff should not give out personal advice about sex and relationships to students;
- teaching staff should not pass judgement on personal information that a student chooses to share;
- teaching staff may choose not to answer student's questions if they are unsure how to answer appropriately. In these cases, they may want to refer the question to the RSE coordinator who may be able to answer or refer the student to an appropriate external agency for advice.

2.3. Parental Right to Withdraw from RSE

Parents/carers have the right to withdraw their children from non-statutory components of sex education within RSE up to and until 3 months 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. The right to withdraw will be made clear during initial commissioning meetings. Parents/carers will also be informed about the RSE aspect of the curriculum and how to withdraw when they accept their child's placement at Venture Learning.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal request will be placed in the student's file. The Headteacher will discuss the request with parents and take appropriate action.

The student will be provided with alternative work and supervision during sex education units of RSE lessons.

Appendix: Secondary Expectations for Secondary



RELATIONSHIPS EDUCATION (SECONDARY)

By the end of secondary school: Pupils should know:		KS3	KS4
Families	that there are different types of committed, stable relationships.	R1, R36	R1, R4
	how these relationships might contribute to human happiness and their importance for bringing up children.	H2, R36	R2, R4, R25
	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.		R4, R10
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	R6	R4, R10, R33
	the characteristics and legal status of other types of long-term relationships.	R1	R1, R4
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	R35, R36	R25
	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.	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
Respectful relationships, including friendships	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.	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	R13, R14, R41, R42	R30, R31, R34, R36
	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).	R7, R8, R39, R40, L10	L5
	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.	R2, R14	R1, R10, L29

Continued...	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	R14, R23, R38, R40	R7, R34
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	R2, R25, R37	R28, R29, R30
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	R37	R16, R29, L15
	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.	R40, R41, L10	R5, R6, L15
Online and media	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	R13, R14, L20, L22	R15, R16, L11, L12, L22, L23
	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.	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	R29, R30, L21	R22, L23, L25
	what to do and where to get support to report material or manage issues online.	R17, R30, R37, L27	R14, R17, L23
	the impact of viewing harmful content.	H3, R7, R8, L25	H3, R8
	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.	R8	R8
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	R30	R22
	how information and data is generated, collected, shared and used online.	L20, L21	L22, L23, L25, L26
Being safe	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.	H22, R6, R24, R25, R27, R37	H23, R16, R18, R19, R28, R29, R30, R31, R32, R33, R37
	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).	R24, R26, R27	R18, R20, R21, R22



Intimate and sexual relationships, including sexual health	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.	R2, R10, R14, R24, R31	R1, R2, R18
	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.	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.		H26, H30, H31, H32, R24, R26
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
	that they have a choice to delay sex or to enjoy intimacy without sex.	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
	the facts about the full range of contraceptive choices, efficacy and options available.	H35, H36, R33	H26, H29, R23
	the facts around pregnancy including miscarriage.	R33, R34	H30, H32
	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).	R34	H33, R23, R24, R26, R27
	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.	H35, H36, R33	H27, H28, R31, R23
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	H36	H27, H28, H31
	how the use of alcohol and drugs can lead to risky sexual behaviour.	H27	H20, R20
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	H35, R23, R34, R37	H14, H28, H29, H32, H33, R7, R17, R24, R32

HEALTH EDUCATION (SECONDARY)

By the end of secondary school: Pupils should know:		KS3	KS4
Mental wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	H6, H8	
	that happiness is linked to being connected to others.		R1
	how to recognise the early signs of mental wellbeing concerns.	H11, H12	H6, H8, H10
	common types of mental ill health (e.g. anxiety and depression).	H11	H8, H9
	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.	H1, H7, H13, H14, H15, L2, L25	H2, H7, H11
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	H2, H10, H13, H14, L11	H7, H11
Internet safety and harms	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 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.	H3, H13, H14, H30, H32, L18, L20, L24	H3, H12, H22, H25, L11, L18, L24, L25, L26
	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.	H30, R13, R14, R17, R23, R30, R37, R38, L27	H23, R3, R7, R14, R15, R16, R17, R22, R29, R30, R31, R34, R38, L20
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	H10, H13, H14	H7, H11
	the characteristics and 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.	H13, H14, H15	H11, H16
	about the science relating to blood, organ and stem cell donation.		H15



Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	H17, H18	H11
Drugs, alcohol and tobacco	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.	H23, H26, H27, H28, R20	H19, H20, R20
	the law relating to the supply and possession of illegal substances.	H26, H28	H19
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	H24, H26, H27, H29, R20	H19, R20
	the physical and psychological consequences of addiction, including alcohol dependency.	H26, H27, H29, R20	H19, H20, H21
	awareness of the dangers of drugs which are prescribed but still present serious health risks.	H23, H26, H27	H19
	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.	H26, H27	H19, H21
Health and prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	H19, H20	H16
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	H19, H20	
	(late secondary) the benefits of regular self-examination and screening.	H19	H16
	the facts and science relating to immunisation and vaccination.	H19	H16
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	H15	H11

Basic first aid	basic treatment for common injuries.	H33	H24
	life-saving skills, including how to administer CPR.	H33	H24
	the purpose of defibrillators and when one might be needed.	H33	H24
Changing adolescent body	key facts about puberty, the changing adolescent body and menstrual wellbeing.	H34	
	the main changes which take place in males and females, and the implications for emotional and physical health.	H34, R5, R18	R6

