

Venture Learning

Relationships & Sex Education Policy

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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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Section 1: Roles and Responsibilities
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.

1.1. RSE Coordinator
Takes responsibility for:

• ensuring that RSE is built into the curriculum as part of the schemes of work for PSHE;

• ensuring that parents/carers are aware of their child's participation in RSE and 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.

1.2. Teaching and Support Staff
Are responsible for:

• planning and delivering RSE lessons in line with Venture Learning's PSHE curriculum;

• modelling healthy and reapectful 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.

1.3. 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.

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 RSE lessons. The right to withdraw will be made clear in the Venture Learning's prospectus. 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.

Parents/carers should submit withdrawal requests in writing. Upon receipt of a withdrawal request the RSE coordinator will invite parents/carers to discuss any concerns they may have that could be accommodated in order for the young person to still acces all or some of their RSE lessons. If this is not possible the student will be provided with alternative work and supervision during RSE lessons.