



**Relationships and Sex Education Policy (RSE)**

<p>Rationale and Ethos</p>	<p>This policy covers SACTED’s approach to sex and relationships education (RSE). It has been written in consultation with Barnados, Brook Advisory, the SACTED staff team and the management committee.</p> <p>We define ‘relationship and sex education’ as exploring the emotional, social and physical aspects of growing up. The focus in these lessons will be on promoting healthy relationships, consent in relationships, human sexuality and sexual health. We also address peer on peer harassment and sexual violence including online.</p> <p>Some of the young people admitted to the SAC have missed periods of school and often have gaps in their education. Relationship and sex education therefore has a high priority in our curriculum. The RSE curriculum is taught on a termly repeating cycle to ensure we capture the majority of our changing population.</p> <p>We ensure the RSE curriculum addresses issues to do with gender equality and LGBT equality. The intended outcomes are that students will be empowered to make informed choices and have healthy relationships in the future.</p> <p>All incidents of sexual harassment are addressed as they arise on the Unit and in the classroom.</p> <p>Incidents of sexual harassment are recorded by staff, reviewed by the headteacher and reported to the management committee.</p>
<p>Roles and Responsibilities</p>	<p>Jo Kedian and Anne McElroy lead the RSE programme. It is supported by the wider PSHE team including teaching assistants.</p> <p>Teaching staff receive regular updated RSE training from the local provider and Brook as appropriate. This includes topics such as on line safety, sharing of explicit photos, consent within relationships and pornography. The intended outcomes for the young people are that they will develop a shared sense of responsibility.</p> <p>The Head teacher oversees the effectiveness and implementation of the policy and reports to the Management Committee.</p> <p>We are members of the PSHE Association. This gives us access to current guidance and resources to support the development of the RSE curriculum.</p>
<p>Legislation (statutory regulations and guidance)</p>	<p>We are required to teach relationships and sex education as part of the revised Department of Education’s statutory guidance from September 2020. Other legislation already in place informing this policy includes the Education Act 1996, Learning and Skills Act 2000, Education and Inspections Act 2006, Equality Act 2010, Supplementary Guidance SRE 2014, keeping Children Safe in Education 2016, Children and Social Work Act 2017.</p>

<p>Curriculum design</p>	<p>Our RSE programme is an integral part of our whole school PSHE and unit therapeutic programme. This includes healthy relationships, consent, online safety, contraception, sexual health, gender identity and LGBTQ.</p> <p>The programme is also informed by the findings of the sexual abuse review by OFSTED in 2021. This focusses on peer on peer harassment and sexual violence. The lessons explore what constitutes peer on peer harassment and sexual violence and how to confront and record it.</p> <p>Our RSE programme aims to be inclusive of gender, age and cognitive need. We try to ensure RSE is tailored to the needs of all students by having small groups and being sensitive to the needs of particular student cohorts. We may decide to split the group along gender lines or age as appropriate. The staff discuss and review this approach on a regular basis.</p> <p>Our RSE programme is taught through a range of teaching methods including discussion, small group work, videos and demonstrations.</p> <p>Selected resources from NSPCC, TES, Brook Advisory and those from the local designated RSE provider, Barnados, underpin our teaching and provide support and understanding within a moral/values context.</p>
<p>Safe and Effective Practice</p>	<p>We will ensure a safe learning environment by establishing ground rules for these sessions. Patients will be encouraged to ask questions but to keep personal information for 1:1 conversation with staff or with other the nursing team/ therapists. We often encourage the nursing staff and wider team to attend some of our sessions. There are opportunities for students to ask anonymous questions in advance of a session.</p>
<p>Safeguarding</p>	<p>Education staff are aware that effective RSE brings an understanding of what is and what is not appropriate in a relationship and that this can lead to disclosures of child protection issues.</p> <p>In the event of a disclosure of a child protection issue the safeguarding procedure will be followed.</p> <p>The use of external visitors will comply with our visiting speakers policy and visitors agreement.</p> <p>As a school, we will follow the safeguarding protocol in relation to sexual harassment and violence as appropriate.</p>
<p>Engaging Stakeholders</p>	<p>We inform parents about our RSE provision by publishing this policy on the website and recording the PSHE topics on CPA reports received by parents.</p> <p>The Management Committee will be informed of the RSE policy and have input through discussion at Management meetings.</p> <p>Pupils will have input into the sex education curriculum through surveys and informal feedback from students in class. Staff regularly review the lessons. This ensures that the RSE curriculum is relevant to the needs of each cohort of students.</p>

<p>Monitoring, Reporting and Evaluation</p>	<p>Teachers critically reflect on their work through informal peer observation, team reflection, supervision and the PMR process.</p> <p>Outside providers, such as the Fire Service, deliver some of our sessions and we regularly review these sessions to ensure that the content is appropriate.</p> <p>Students have opportunities for feedback and evaluation, which can lead to sessions being adapted and amended.</p>
<p>RSE Policy Review Date</p>	<p>Agreed by the Management Committee 23 June 2021</p> <p>This policy will be reviewed in the Summer term of 2022</p>