

RSE POLICY

FORWORD

At Freedom Foundation we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE can help to prepare students for the opportunities, responsibilities and experiences of life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at Freedom Foundation AP and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects.

01 INTRODUCTION

01.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

02 ROLES AND RESPONSIBILITIES

02.1 Freedom Foundation will be responsible for:

- Ensuring all students make progress in achieving the expected outcomes.
- Ensuring the RSE learning is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE is resourced, staffed and timetabled in a way that ensures the AP can fulfil its legal obligations.
- Creating and keeping up-to-date a written statement of this policy and ensuring the statement is provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with AP policy and guidance relating to RSE.

02.2 The Head of Provision will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the details
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from elements of the RSE learning
- Ensuring withdrawn students receive appropriate, purposeful learning during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the AP's RSE policy.

- Reviewing this policy on an annual basis.
- Overseeing the delivery of RSE.
- Ensuring the learning is age-appropriate and of high quality.
- Reviewing changes.
- Monitoring the learning and teaching of RSE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring facilitators are provided with adequate resources to support learning
- Ensuring the AP meets its statutory requirements in relation to RSE.
- Leading staff meetings and ensuring all members of staff involved in the learning have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.

02.3 The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in RSE.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSE.

02.4 Facilitators will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE in a manner that is sensitive, of high quality and appropriate for each age group.
- Ensuring they do not express personal views or beliefs when delivering learning.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE.
- Responding to individual needs of students with SEND
- Monitoring student progress in RSE.
- Reporting any concerns to a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

03 ORGANISATION OF THE RSHE CURRICULUM

03.1 For the purpose of this policy:

- “**RSE**” refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

03.2 The RSE learning has been developed, and will be monitored and reviewed, in consultation with staff, students and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, students and parents in the following ways:

- Questionnaires
- Meetings
- Letters /emails
- Training sessions

03.3 The AP will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The AP will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all students will also be

considered when planning teaching, to ensure all topics included are appropriately handled.

The RSE curriculum will be informed by topical issues in the AP and wider community, to ensure it is tailored to students' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our learning would be tailored to address this issue.

04 RSE SUBJECT OVERVIEW

04.1 RSE will develop students' knowledge as outlined in this section.

Students will learn about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe online
- Mental wellbeing
- Physical health and fitness
- Internet safety and harms
- Changing adolescent body
- Health and prevention
- Drugs, alcohol and tobacco

05 DELIVERY

05.1 Through effective organisation and delivery of RSE, the AP will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

The RSE curriculum will be delivered by appropriately trained members of staff.

05.2 The AP will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the community it serves, e.g. cultural background

05.3 All teaching and resources will be assessed by the Head of Provision to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the IT and E-Safety Policy.

05.4 Facilitators will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Facilitators will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion answering questions sensitively and honestly.

06 WORKING WITH PARENTS

06.1 The AP understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the AP's approach to RSE.

The AP will consult closely with parents when reviewing the content of the AP's RSE curriculum and will be given regular opportunities to voice their opinions and concerns.

The AP will remain aware that the teaching of some aspects of the learning may be of concern to parents. If parents have concerns regarding RSE, they will submit these to simon.green@freedomfoundationuk.org

07 WORKING WITH EXTERNAL AGENCIES

07.1 Working with external agencies may be used to enhance our delivery of RSE and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSE learning but will be expected to comply with the provisions of this policy.

07.2 When working with external agencies, the AP will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned learning and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the AP's Safeguarding Policy.

07.3 The AP may use visitors to enhance learning by an appropriate member of facilitator staff, not to replace teaching by those staff.

08 WITHDRAWAL FROM LESSONS

08.1 The AP will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The AP will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Head of Provision.

08.2 Before granting a withdrawal request, the Head of Provision will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Head of Provision will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the APs office in line with the AP's Data Protection Policy.

08.3 Following discussions with parents, the AP will communicate the parents wishes with the Home School. The Home School should already be aware of any withdrawal request. Freedom Foundation AP do not have the legal power to withdraw a child without the agreement of the Home School.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

08.4 For requests concerning the withdrawal of a student with SEND, the Head or Provision will take the students' specific needs into account when making their decision in partnership with the Home School.

09 EQUALITY AND ACCESSIBILITY

09.1 The AP will comply with the relevant requirements of the Equality Act 2010 and will ensure the learning does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation

09.2 The AP will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

09.3 The AP will design the RSE curriculum to be inclusive of all students. The AP will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Facilitators will understand that they may need to be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

09.4 Where there is a need to tailor content and learning to meet the needs of students at different developmental

stages, the AP will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

09.5 The AP will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

09.6 The AP will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated.

10 STAFF TRAINING

10.1 Training will be provided by to the relevant members of staff to ensure they are up-to-date with the RSE learning

11 REVIEW

11.1 We keep this policy under regular review

Review of this Policy: April 2025

Next Review Date: April 2026

Reviewed By: Laura Grant

Position/Role: Director of Freedom Foundation