



RELATIONSHIPS AND SEX EDUCATION POLICY

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Purpose of policy

This policy covers ELKOLET's approach to Personal, Social, Health, Economic education curriculum, including the statutory Relationships and Sex Education.

In today's ever-evolving world, children and adolescents are navigating a multifaceted landscape that seamlessly blends online and offline experiences. While this dynamic offers numerous opportunities, it also presents them with various complexities, challenges, and potential hazards. Within this context, it becomes crucial to equip young individuals with the knowledge and skills necessary to maintain their safety, well-being, and balanced management of their academic, personal, and social spheres. The desired outcomes of our program include:

- Empowering students to make well-informed decisions concerning their health, well-being, and interpersonal relationships.
- Preparing students for the responsibilities, opportunities, and life experiences they will encounter as they transition into adulthood.

Definitions

Relationships and Sex Education is about the physical, emotional, sexual, moral, social, and cultural development of students, and involved learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

Roles and Responsibilities

The PSHE curriculum is overseen by the Director of Education and Family Support and is mainly delivered by themselves and other experienced staff within ELKOLET. The staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students

ELKOLET staff recognize that effective Relationship and Sex Education (RSE), which fosters an understanding of what constitutes appropriate and inappropriate behaviour in relationships, may sometimes uncover child protection concerns. In such cases, staff will adhere to ELKOLET's standard safeguarding protocols, involving consultation with the designated safeguarding leads.

Curriculum Design

As ELKOLET is not the full-time provider of education for students, the Commissioning School retains the responsibility to ensure the student receives education of the full curriculum. Nevertheless, ELKOLET is committed to aiding in the holistic development of students and therefore provides lessons and integration of PSHE education within our curriculum. As the majority of our cohort are classed as vulnerable, it is especially important for ELKOLET to cover the PSHE curriculum and in turn relationship and sex education as well.

- **Healthy Relationships:** Lessons on building healthy, respectful relationships, understanding consent, and recognizing abusive or coercive behaviour.
- **Sexual Health:** Information about human reproduction, contraception, STIs, pregnancy, and sexual health services.
- **Respect and Equality:** Teaching about different types of relationships, including LGBTQ+ relationships, and challenging gender stereotypes.

- Online Behaviour: Educating about the dangers of sharing explicit content, sexting, and the potential consequences of online activities.
- Consent and Boundaries: Understanding personal boundaries, the legal implications of consent, and the importance of communication in relationships.

Accessibility for all

The PSHE Curriculum has been developed to allow those with SEND to access the necessary content. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

The curriculum will be modified and adapted to students' needs by:

- Breaking down learning outcomes into smaller steps so that they form the basis of a lesson or a series of lessons.
- Revisiting, reinforcing, consolidating, and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Revisiting content through cross-curricular learning and/or throughout other activities in school.
- Offering both explicit and implicit learning opportunities and experiences Staff are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships' education and RSE can be very important subjects for some students, for example those with Social, Emotional and Mental Health needs, or a learning disability. Staff will take such factors into consideration when teaching such subjects. Staff will ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

Monitoring report and evaluation

The RSE program will be regularly reviewed and updated to ensure it meets the needs of students and aligns with government guidance. Feedback will be gathered from students, parents, and teachers to continuously improve the curriculum.

Parents' right to withdraw

Parents/guardians/carers have the right to withdraw their children from the non-statutory/non-science components of sex education taught within PSHE. A request to withdraw should be put into writing using the form found in Appendix 1 of this policy.

A copy of withdrawal requests will be placed in the student's educational record. The Director of Education and Family Support will discuss the request with parents/guardians/carers and take the appropriate action. Alternative work will be given to students who are withdrawn from sex education.

As TKW is not the full time provider of education, the request to withdraw can only be applied to subjects taught at TKW. It is the responsibility of the parent/guardian/carer to also file a request to withdraw with their child's Commissioner e.g. mainstream school.

Appendix 1 – Right to withdraw

Parent/Guardian/Carer, please complete the form below if you wish to withdraw your child from sex education within the curriculum.

To be completed by parent/carer		
Name of child		Date
Name of parent/guardian/carer		
Reason for withdrawing from sex education within the curriculum		
Any further information you would like ELKOLET to consider		
Parent/carer signature		

To be completed by ELKOLET	
Agreed actions from discussion with parents	
Date of discussion	
Director of Education and Family Support Signature	

Appendix 2 – Government Guidance on RSE

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

- 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

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example 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
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

- 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
- 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
- Intimate and sexual relationships, including sexual health
- Pupils should know:
- 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
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage

- 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)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)