

Relationships Education Policy

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| **Approval Period:** | Annually\*\* Unless there are changes in the law or circumstances in which case the policy and/or documents shall be revised accordingly |
| **Approval Level Required:** | Governing Body or individual Governor |
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**Linked Policies: Behaviour Principles Policy**

**Prevention of Bullying Policy**

**Safeguarding and Child Protection Policy**

**Special Educational Needs Policy.**

**Appendices: Risk Assessment [1]**

 **Risk Control Matrix [2]**

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## Purpose:

The purpose of this Relationship Education Policy is to set out the framework for the relationship education curriculum requirements to ensure that Supreme Education complies with its legal obligations adequately and appropriately.

## Policy:

### 1. Policy Statement

* + Supreme Education is committed to ensuring that its students are happy, healthy, and safe by preparing them for a well-rounded and successful life both during and after Supreme Education.
	+ Supreme Education has a special responsibility to prepare students for the real world as respectful, contributing members of society based on respect, understanding, empathy, humility, and humanity. Students will be taught to be respectful of themselves and others, and to become responsible citizens.
	+ Supreme Education has prepared a programme to enable students to develop particular skills and abilities that will help them to flourish in complex environments in a complex world by embracing challenges.
	+ This policy will include clear procedures for delivering the programme as well as relevant information for parets/guardians that will enable temto make the appropriate decisions regarding student participation.
	+ This policy incorporates all the requirements, as set by the Department for Education in relation to Relationships Education, Relationships and Sex Education (RSE), Health Education guidance, and additional information contained in the statutory guidance: Keeping Children Safe In Education.
	+ Relationships and Sex Education (RSE) became compulsory in schools from September 2020 with the purpose of equipping students with knowledge about the law and further information that will enable them to take responsibility for their sexual health and wellbeing.
	+ RSE does not encourage early sexual experimentation.
	+ All aspects of RSE have been assessed to ensure that they are appropriate for the age and maturity of the students, that they are sensitive to the age and religious backgrounds of our students and that it reflects the wider community.
	+ The RSE programme at Supreme Education shall be delivered in a responsible, non-judgmental, factual way with scope for students to ask questions in a safe and supportive environment.
* Supreme Education is fully committed to ensuring that this policy is applied in a non-discriminatory manner and in accordance with the Equality Act 2010, particularly with regards to safeguarding and students with disabilities or Special Educational Needs (refer also to the school’s **Special Educational Needs Policy**).
* This policy should be read in conjunction with other relevant policies, including the **Behaviour Principles Policy, Prevention of Bullying Policy, the Safeguarding and Child Protection Policy** and the **Special Educational Needs Policy**.
* This policy shall be available on Supreme Education’s website and hardcopies are available directly from the school, upon request.

### 2. Principles

* + Supreme Education intends to implement this policy upon the basic principles of trust, cooperation, and mutual understanding with parents/guardians.
	+ Supreme Education intends to actively consult with all parents/guardians concerning any significant developments within this policy and the proposed RSE programme.
	+ Supreme Education shall support the parent’s/guardian’s right to choose. Parents/guardians therefore have the right to withdraw their child from some or all of sex education programme to be delivered, as part of statutory RSE.
	+ Parents are permitted to withdraw their child from sex education, up to and including 3 (three) terms before the student turns 16 (sixteen) after which the student may decide to receive sex education rather than be withdrawn and Supreme Education shall make the necessary arrangements to provide the student with sex education during one of those terms.
	+ If a parent/guardian wishes to withdraw their child from the sex education programme they should make their request in writing to the Deputy Head who shall, before granting such request, discuss the request with parents/guardians and, as appropriate, the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Supreme Education is required to keep a record of this meeting as well as the decision that was taken at such meeting. The Deputy Head shall also discuss with the parents/guardians the benefits of the programme and possible detrimental effects that the withdrawal might have on the student, including the social and emotional effects of being excluded, the likelihood of hearing their peers’ version of the programme.
	+ Supreme Education will make alternative arrangements for students who have been withdrawn from the programme to study another PSHEE topic in the library during that allotted time period.
	+ Supreme Education shall encourage Staff members, students, and parents/guardians to discuss with the Chair of the PSHEE Committee regarding the programme content, delivery, expression of views, etc, to enable the school to deliver enriching and engaging material.
	+ Students shall be consulted regarding their views of the course content and methods of delivery, as applicablewhich feedback shall be used to inform future programme content, delivery, and resources.
	+ Parents/guardians do not have the same rights in relation to the Relationships or Health Education part of the programme which is deemed mandated by statute.

### 3. Responsibilities

#### 3.1 Head and Deputy Head

* + The Head and Deputy Head shall have overall responsibility for implementing, delivering and monitoring the school’s RSE programme in accordance with the school’s statutory obligations, as applicable.
	+ The day to day administrative responsibility may be delegated to the Leadership Team or the Senior Staff member responsible for the delivery of the programme.
	+ The Head and Deputy Head must ensure that:
* The students make suitable progress in achieving the expected educational outcomes of the programme;
* The subjects should be effectively managed, well planned, and well led;
* The provision and delivery of the programme shall be subject to effective and regular self-evaluation;
* The delivery of the programme shall be such that it is accessible to all students, including those with SEND;
* Clear information shall be sent through to parents/guardians on the programme content and their right to request that their child is withdrawn (as applicable); and,
* The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

#### PSHEE Committee

* + The PSHEE Committee shall have a framework of operation, as authorised by the Head and Deputy Head to implement, monitor and manage the school’s RSE programme and ensure that the relevant Staff members are appropriately and adequately trained.
	+ The PSHEE Committee will be responsible for ensuring that parents/guardians and Staff members are informed about this RSE policy, where necessary, and the committee shall be required to submit an annual update report to the Head and Deputy Head, with input from all relevant stakeholders.

#### Parents and Guardians

* + - Parents and guardians have an important role to play in the mental and emotional development of students. Supreme Education therefore intends to deliver the programme with the support and cooperation of parents and guardians alike, as applicable.
		- The success of the programme is dependant on the support of parents/guardians by reinforcing and promoting the programme subject matter with their children.

#### 3.4 External Providers

* Supreme Education may invite external providers to support the school’s Staff members to deliver parts of the programme through a combination of lectures, workshops and follow-up discussions that cover the various aspects of the RSE programme content.
* Supreme Education shall review the content to be delivered by the external provider to ensure that the material is age-appropriate and accessible for the students.
* Supreme Education shall inform all external providers of safeguarding reports and how they will be dealt with in accordance with the school’s policies and procedures (refer also to the **Safeguarding and Child Protection Policy**).
* All external Providers shall be assessed and checked, as appropriate.

#### 3.5 Staff members

* Staff members tasked with delivering the various parts of the programme content have a responsibility to understand the content and schemes of work of the RSE programme and deliver it in an inclusive, sensitive, consistent and professional manner.
* Staff members should be aware of current issues typically affecting yoing people, e.g., sexism, misogyny, homophobia, racism or gender stereotypes and take positive action to build a culture where these are not tolerated.
* Staff members should model good citizen behaviour.
* All Staff members tasked with delivering programme content shall receive the appropriate training, as required.

### 4. Delivery

* Supreme Education shall aim to deliver a holistic, whole school approach to RSE with many aspects of the programme being integrated through the school’s core curriculum.
* The bulk of the RSE curriculum may be delivered through the school’s current PSHEE programme, due to the complementary nature of the programmes.
* The delivery of the RSE programme at Supreme Education may take the following forms:
* Tutorials: The medium by which the PSHEE course will be delivered and supplemented with compulsory lectures by external and in-house experts.
* Assembly programmes on PSHEE topics;
* Compulsory lectures by external and in-house experts on RSE topics;
* Workshops: (delivered by in-house and external experts), including joint initiatives and shared ventures with students from other schools, which go beyond social interaction and develop a mature understanding among our students.

### 5. Course Content

* Students shall, by the end of their 5 (five) years at Supreme Education, have an understanding of the topics contained in the school’s RSE curriculum as part of preparing students for life beyond Supreme Education.
* There are a range of statutorily required topic areas and syllabus to cover in relation to the RSE programme at Supreme Education, as follows:
* **Families.** Students shall be introduced to various family dynamics and that families may comprise different types of committed, stable relationships, how these relationships might contribute to a fulfilling life, their importance for raising children; the freedom to enter into a marriage and the legal and personal implications; the legal rights and protections not / available to other types of long-term relationship; the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting; awareness of inappropriate and / or unsafe relationships and how to seek help.
* **Friendships.** Students are taught about respectful relationships, including friendships (in all contexts, including online) and are expected to practise trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This may include different (non-sexual) types of relationships, including co-curricular interactions. Students shall be made aware of practical ways to maintain, to improve or support respectful relationships. Stereotypes, especially those stereotypes typically based around sex, gender, race, religion, sexual orientation or disability, may cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) and students are expected to challenge prejudice whenever it is encountered. Students shall be taught about how they deserve and can expect to be treated with respect by others, and to show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. This section will also feature bullying, including cyberbullying, the impact on the victim and others, the responsibilities of bystanders to report bullying and how and where to get help. Students will learn what constitutes criminal behaviour in relationships, including violent behaviour and coercive control, what constitutes sexual harassment and sexual violence and why these behaviours are always unacceptable. Students will be taught about 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 under the law.
* **Online and Media Activities.** The programme will cover such elements as online and media activities that comprise part of a student’s social and private life. Through the programme, they will learn about 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. Pornography and other harmful content is also discussed and students are made aware of the negative impact of viewing explicit material on themselves and others; that specifically sexually and pornographic materials present a distorted picture of sexual behaviours. It is made clear to students that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail. Students are also made aware of how information and data is generated, collected, shared and used online.
* **Be safe.** The aim of this programme is to promote the safety and happiness of students. Students learn the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutiliation (FGM), and how these can affect current and future relationships. Students are taught how to 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.** Students are taught about intimate and sexual relationships, including sexual health. By the time students leave Supreme Education, students should be able to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, including mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. Students are taught that all aspects of health can be affected by the choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. Students learn the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. Students are taught a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Students are taught to understand that they have a choice to delay sex or to enjoy intimacy without sex. Students will learn the facts about the full range of contraceptive choices, efficacy and available options. Students are taught the facts around pregnancy including miscarriage, with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to source further help. Students are taught 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 for STIs. Students learn about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. Students consider how the use of alcohol and drugs can lead to risky sexual behaviour. Students are provided with the means of getting further advice, including how and where to access confidential sexual and reproductive health advice and treatment both in school and through external support services.

### 6. Monitoring and Evaluation

* Students will be guided throughout the RSE programme by their teachers who will ensure that students are actively engaging in the programme content and make good use of the resources.
* Students’ progress in the programme will be regularly assessed which may include pre- and post-topic evaluations to determine each student’s progress.
* Students may be required to self-reflect in relation to their progress and development and learning to determine where they have improved and what areas may require further action. This approach is aimed at enabling students to take ownership of their own personal development.
* The combination approach of information provided by the relevant teachers and the students’ self-reflection forms will be fed back to Head, as appropriate.
* The consistency of delivery and management of the programme shall be monitored throughout the delivery of the programme which may include observational drop-ins, walk-throughs and student and Staff feedback.
* Any issues raised by a parent/guardian about the policy or the arrangements of the RSE programme will be taken seriously and investigated by the Chair of the PSHEE Committee and reported to the Head.
* The PSHEE Committee shall meet twice a term to evaluate the programme, refine and update its structure, its content, and the methods of delivery, as applicable and appropriate.
* The PSHEE Committee shall organize and faciliatethe relevant Staff training in respect of the programme. This training shall take place annually, or sooner n the event there are major changes to the programme.

**Procedure:**

* All Staff members of Supreme Education shall follow the direction of the policy. Should any Staff member be in any doubt about how the policy informs the procedure, such Staff member must immediately seek advice from the Head Teacher.