Relationships and sex education policy

Anderida Learning Centre

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare Students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help Students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach Students the correct vocabulary to describe themselves and their bodies

This relates to our school ethos of respecting yourself and others

2. Statutory requirements

Anderida Learning Centre is an independent educational provision providing education for pupils aged approximately 12–18+, including pupils with special educational needs and disabilities and social, emotional and mental health (SEMH) needs.

ALC provides relationships and sex education (RSE) as part of its wider personal, social, health and economic (PSHE) curriculum. The curriculum is designed to be accessible, inclusive and appropriate to pupils' chronological age, developmental stage, individual needs and preparation for adulthood.

ALC has regard to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, which applies to proprietors of independent schools. The current statutory guidance came into force on 1 September 2026.

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The school also has regard to its duties under the Education Act 1996, the Education (Independent School Standards) Regulations, the Equality Act 2010 and other relevant legislation and statutory guidance.

RSE is delivered in a manner that reflects the individual needs of ALC pupils, including their SEND, SEMH needs, communication needs, developmental stage, emotional maturity and previous experiences. Differentiation may include individualised resources, adapted language, visual support, repetition, modelling, structured discussion and 1:1 teaching.

Where a pupil requires foundational learning before accessing more complex content, ALC will sequence learning appropriately. Differentiation will not, however, remove a pupil's entitlement to receive RSE appropriate to their chronological age, safeguarding needs and preparation for adulthood.

As an independent educational provision, we must provide RSE to all Students under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Anderida Learning Centre, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, Students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/Carers – and any interested parties have access to this policy and are able to discuss any concerns

4. Pupil consultation – we investigated what exactly Students want from their RSE

4. Definition

RSE is about the emotional, social and cultural development of Students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

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5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, Students and staff, and taking into account the age, developmental stage, needs and feelings of our Students. If Students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that Students are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

This may be relevant to our students due to most are behind on academic progress compared to peers.

6. Delivery of RSE

Anderida Learning Centres individual approach to delivering RSE is as follows;

> Some pupils may require access to foundational relationships, health, personal safety and body-awareness concepts before progressing to more complex secondary-level RSE content. ALC will therefore sequence learning according to individual need and prior knowledge while maintaining appropriate expectations for the pupil's chronological age and preparation for adulthood.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 2.

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These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of Students will relate to them
- Is sensitive to all Students' experiences
- During lessons, makes Students feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that Students learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 **Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support Students in applying their knowledge in different contexts and settings
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to Students' experiences and won't provoke distress
- ALC recognises that pupils may have significant differences between their chronological age, developmental stage, cognitive profile, emotional maturity and educational attainment. Curriculum content will therefore be differentiated in its delivery, language, resources and teaching approach. However, differentiation will not remove a pupil's entitlement to receive appropriate RSE content relevant to their chronological age, safeguarding needs and preparation for adulthood

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7. Use of external organisations and materials

Use of Compact Contraceptive Display Kit from fpa sexual health company

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to Students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with Students' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

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8. Roles and responsibilities

8.1 The governing board

The director of education will approve the RSE policy, and hold the Head of centre to account for its implementation.

8.2 The head of centre

The head of centre is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw Students from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual Students
- Responding appropriately to Students whose parents wish them to be withdrawn from the some components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of centre.

Any disclosure or safeguarding concern arising during RSE will be managed in accordance with ALC's Child Protection and Safeguarding Policy and reported to the DSL/DDSL in accordance with school procedures.

Hope Rickman is responsible for teaching RSE in your school

8.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Students will be informed that staff cannot promise absolute confidentiality where information indicates that a child or another person may be at risk of harm.

9. Parents' right to withdraw

Anderida Learning Centre

Parents/Carers have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head of centre.

A copy of withdrawal requests will be placed in the pupil's educational record. The head of centre will discuss the request with parents and take appropriate action.

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The head of centre will discuss this matter with the personal development lead.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of Centre will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Sarah Tolley-cloke (Head of Centre) through:

monitoring arrangements, such as planning scrutinies and learning walks

Students' development in RSE is monitored by Hope Rickman Personal Development lead.

This policy will be reviewed by Hope Rickman, Annually. At every review, the policy will be approved by Director of education and/or Head of centre

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Pathway	**Key areas**		
Foundation		My body, boundaries, trusted adults, friendships, emotions, personal hygiene	
Developing		Puberty, relationships, consent, online safety, respectful behaviour, personal safety	
Preparing for adulthood		Intimate relationships, sexual health, contraception, pregnancy, consent, exploitation, domestic abuse	
Post-16/19		Healthy adult relationships, sexual health services, contraception, consent, relationships at college/work, independence, online relationships	
Individual safeguarding		Grooming, exploitation, coercion, sexual harassment, domestic abuse, harmful sexual behaviour	

Secondary schools insert:

Appendix 2: By the end of secondary school Students should know

TOPIC	STUDENTS SHOULD KNOW
Families	● 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, e.g. 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	● The characteristics of positive and healthy friendships (in all contexts, including online) including: 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 (e.g. 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

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TOPIC	STUDENTS SHOULD KNOW
Online and media	● 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 e.g. 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	● 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)

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	● 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, e.g. 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 ● 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/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
ALC recognises that some pupils may display harmful or concerning sexual behaviours as a result of their individual needs, experiences or vulnerabilities. RSE will provide age- and developmentally appropriate teaching about boundaries, consent, privacy, respectful relationships and the difference between healthy and harmful behaviour. Any disclosure or concern relating to sexual behaviour will be managed in accordance with the school's safeguarding and child protection procedures.	

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Remove if you're a primary school and only teach relationships education (i.e. you don't teach any non-statutory elements of sex education)

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom