



Redbridge Alternative Provision

Relationships and Sexual Education Policy

Revised: Nov 21

Date of next review: Sep 22

Date Approved: _____

Rationale and ethos

This policy covers our Provision's Ethos, Curriculum and Delivery of Relationships and Sex Education (RSE)

We define **relationships and sex education** as:

“... Learning about the emotional, social, moral, spiritual and physical aspects of growing up, relationships, sex, gender, human sexuality and sexual health.”

Although some aspects of RSE are taught within Science, others are taught as part of comprehensive planned Personal, Social, Health and Economic Education (PSHE). Teaching RSE within our PSHE curriculum ensures that pupils receive their sex education in the wider context of relationships; and

that they are prepared for the opportunities, responsibilities and experiences of adult life.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, gender, sexuality and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

- We believe that relationships and sex education is an important part of our pupil's curriculum at RAP. It contributes to personal development, wellbeing and safety.
- Our RSE helps to create a safe school community where our pupils can grow, learn and develop positive, healthy behaviour for life, including the skills to navigate an ever - changing world.
- We recognise that RSE plays a vital part in meeting our provisions' safeguarding obligations. Ofsted is clear that within RSE, schools must have a preventative programme that enables pupils to learn about safety and risks in relationships, including sign posting for support and services.
- We want our pupils to form and maintain healthy relationships both with themselves and others. We want our pupils to have the knowledge and skills to recognise, navigate and challenge unhealthy relationships including peer on peer abuse
- We believe that a comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and that it can play a crucial part in meeting these obligations.
- This is therefore an important part of supporting our previously excluded pupils to return to either mainstream education or specialist provision.

We value the **partnership of home and school** as an integral part of our pupil's experience and progress at RAP

We believe that parents/carers are key in teaching their children about sex and relationships; maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

We recognise that a partnership between school and home is vital in providing the context of RSE that meets our pupils' needs.

- We actively consult our parents about both our RSE curriculum and our RSE policy.

- We discuss the importance and the content of our RSE curriculum in our initial meeting with pupil's and their parents/carers – inviting those with concerns to meet with our RSE/PSHE Lead
- We discuss the curriculum and delivery during 1:1 consultation at our termly Parents 'and Carers' Day.
- We write to parents/carers asking them to complete feedback about what their child needs to learn for both RSE and PSHE.
- We invite parents to speak with us about any aspect of RSE or PSHE or any related concerns.
- We contact parents/carers about positive contributions and progress that our pupils make within RSE
- We contact parents/carers if any concerns arise during RSE lessons

We want to both support and compliment the role of parents/carers as educators by helping their children learn the correct names of the body;

- talking with their children about feelings and relationships; and
- answering questions about growing up, puberty, having babies, feeling attraction,
- sexuality, gender, sex, contraception, relationships and sexual health.
- providing information, advice and sign-posting about specific issues.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. These are part of the science curriculum.

We warmly invite any parents/carers considering withdrawing their child to contact us and to come into school to talk through their concerns. We can share teaching resources, discuss teaching delivery, share examples of pupil's books and answer any questions. We can also sign post parents/carers to reliable sources of information and support.

We use the feedback from our parents/carers to contribute to the planning of our RSE curriculum and our policy.

At RAP our overarching aim is that RSE contributes to:

- A positive ethos and environment for learning
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- Helping pupils keep themselves safe from harm, both on and offline, to enjoy their relationships and build confidence in accessing services if they need help and advice
- A better understanding of diversity and inclusion, a reduction in gender-based, homophobic prejudice, transphobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND).

We ensure RSE fosters gender equality and LGBTQ plus equality.

All children and young people – whatever their experience, background and identity – are entitled to quality sex and relationships education that helps them build and maintain confidence and a positive sense of self, with the skills to access and navigate help and support when needed in order to stay healthy life long. All our classes include pupils with different abilities and disabilities, experiences and backgrounds, gender and sexual identities.

We achieve inclusivity for all our pupils by:

- Involving all pupils in assessing their own learning needs at the start of each topic – this includes curriculum content, learning styles and preferred delivery methods.
- Teaching lessons that are planned and delivered using both differentiation and AFL (assessment for learning)
- Using specific ground rules to create a safe learning environment which allows for everyone to feel safe while exploring sensitive topics
- Using distancing techniques – in both ground rules and resource content to maximise participation
- Encouraging all pupils to participate in lessons, ensuring that content, approach, and use of inclusive language reflects the diversity of our school community and helps each one of our pupils to feel valued and included in the classroom.
- Responding to and challenging all behaviour or language that does not reflect the equal rights of all our pupils or the wider community.

The intended outcomes for our RSE programme are that our pupils will:

Know and understand

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts including how to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- A range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- How to recognise, navigate and seek support to address / exit unhealthy relationships and all forms of relationship abuse (e.g., including the distinct challenges posed online, peer on peer, Child Sexual Exploitation (CSE), Violence Against Girls and Women (VAGW))
- Consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce

Understand that they have a right to:

- Healthy, equal and safe relationships and choices
- Acknowledge and respect the choice to delay intimate relationships until ready
- Withhold or withdraw consent for any sexual activity
- Their own identity including gender and sexuality
- To access confidential health services even if they are under 16

Understand that they have a responsibility

- To develop and exhibit the qualities and attributes needed in a wide range of positive relationships (including trust, mutual respect, honesty, equality)

- To follow law in relation to sex and relationships (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- For their own behaviour and the consequences of their own actions
- For safe use of information communication technology (including safe management of own and others' personal data including images)
- To respect equality, the law and be a productive member of a diverse community

Develop the skills of

- Talking, listening, discussing and thinking about sex and relationships
- Using the right biological / medical language to describe body parts / genitalia / gender identity and being able to access appropriate support and help if they are at risk of or being abused - including teaching about honour-based violence, FGM and CSE
- Learning how to challenge one another's ideas and behaviour in non-confrontational ways, recognising the difference between aggressive and assertive responses
- Assertive communication including identifying the reasons to delay sexual activity, negotiating consent – including withdrawing consent, safer sex and managing the feelings associated with their experiences
- Assessing risk including how to avoid being pressured into unwanted or unprotected sex, (including issues of peer pressure, peer on peer abuse, CSE and risk-taking behaviours such as the substance use of drugs and alcohol)
- Recognising physical, sexual, emotional and financial abuse / violence and how to get help if they or someone else needs it
- How to identify and access appropriate advice and support

Develop the attributes of

- Respectful attitudes and values needed for healthy relationships such as - trust, mutual respect, honesty, empathy and equality
- Valuing and respecting themselves with a focus on developing self-esteem and emotional resilience
- Valuing responsibility for their own and others wellbeing – including knowing when and where to access help or report safe guarding issues for themselves and others

Roles and Responsibilities

The RSE programme will be led and delivered by the PSHE Lead who is a specialist RSE / PSHE teacher.

It will be taught by the PHSE teacher who will take responsibility for:

- Curriculum content and delivery
- Multi – agency involvement – including visitors and participation in consultations
- Responding to spontaneous issues
- Using current local and national data and landscapes to inform long and short-term planning
- Following RSE and PSHE guidance and best practice as informed by the PSHE Association
- Reporting any safe guarding concerns that arise during either PSHE /RSE lessons

It will be further supported by our SLT, our Pastoral Lead and all DSL staff. HTLA's will be trained to support the ethos and delivery of the curriculum in the classroom.

A working party made up of the PSHE Lead, Pastoral Lead and Headteacher will both develop and review the RSE Policy. This review will be annual to ensure that updates are quickly in place following any new or relevant guidance.

Teaching staff will receive RSE training on FGM, forced marriage, peer on peer abuse and CSE and current relevant issues to support pupils with their knowledge, understanding and safe-guarding including reporting and accessing services.

Legislation (statutory regulations and guidance)

In April 2019 the Government passed legislation making Relationships and Sexual Education compulsory in all primary schools and Relationships and Sex Education and Health Education compulsory in all secondary schools from September 2020. The quality and impact of these curriculums will be monitored through Ofsted's revised key areas of judgement which now include Behaviour and Attitudes and Personal Development of children.

We are required to teach relationships education and RSE by the DFES as an identifiable part of our personal, social, health and economic (PSHE) education curriculum. The PSHE framework helps pupils develop the skills and understanding they need to live confident, healthy and independent lives. This further informs the spiritual, moral, cultural, mental and physical development of our pupils both at school and in society and prepares them for the opportunities, responsibilities and experiences of their adult lives.

Current regulations and guidance from the Department for Education states that:

- Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. Secondary pupils should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.
- Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life
- RSE should be inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND)
- RSE should foster gender equality and LGBTQ+ equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- Effective sex and relationship education does not encourage early sexual experimentation

It should teach young people to understand human sexuality, and gender identity, and to respect themselves and others including comprehensive understanding of relationships and law.

It explores marriage, civil partnerships, family and managing loss. It enables young people to mature, building knowledge, confidence, skills and self-esteem, including understanding the

reasons for delaying sexual activity. It builds up knowledge and skills which are crucial for navigating healthy relationships amidst the complex and conflicting pressures on all young people.

The role of a school's governing body and head teacher in the determination of a school's policy is crucial. The governing body, in consultation with parents, will be able to develop policies which reflect the parents' wishes and the community they serve.

Parents/carers have the right to withdraw pupils from aspects of sex education that are not part of the Science curriculum

Our RSE policy supports/complements the following policies:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Citizenship Policy
- Confidentiality Policy
- E-safety Policy
- Equal Opportunities
- Prevent Policy

Documents that inform RAP's RSE policy include:

- Education Act (1996)
- Learning and Skills Act
- The National and Local Teenage Pregnancy Strategies
- Ofsted (2013) 'Not yet good enough; PSHE in schools'
- The 2019 RSHE (RSE) Curriculum - Mandatory from September 2020
- Sex Education Forum 'Sex & Relationships Education Framework'
- PSHE Association guidance
- Education and Inspections Act (2006)
- Equality Act (2010),
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2021)*
- Children and Social Work Act (2017)

Curriculum Design

At RAP our RSE curriculum is an integral part of our whole school PSHE education provision.

Pupils receive 2 x 50minute lessons of PSHE each week delivered by a specialist PSHE / RSE teacher.

We follow the content of the PSHE Associations' Thematic Curriculum Model which focuses on the core themes of Health and Wellbeing, Relationships and Living in the Wider across each distinct age group. This is a spiralling and progressive curriculum that allows for knowledge, understanding and skills to be revisited and developed as pupils move through each year group. Each year group have 2 half terms of RSE content each year.

Year 7

Diversity

Diversity, prejudice, and bullying

- About identity, rights and responsibilities
- About living in a diverse society
- How to challenge prejudice, stereotypes and discrimination
- The signs and effects of all types of bullying, including online
- How to respond to bullying of any kind, including online
- How to support others

Building Relationships

Self-worth, romance and friendships (including online) and relationship boundaries

- How to develop self-worth and self-efficacy
- About qualities and behaviours relating to different types of positive relationships
- How to recognise unhealthy relationships
- How to recognise and challenge media stereotypes
- How to evaluate expectations for romantic relationships
- About consent, and how to seek and assertively communicate consent

Year 8

Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia

- How to manage influences on beliefs and decisions
- About group-think and persuasion
- How to develop self-worth and confidence
- About gender identity, transphobia and gender-based discrimination
- How to recognise and challenge homophobia and biphobia
- How to recognise and challenge racism and religious discrimination

Identity and Relationships

Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception

- The qualities of positive, healthy relationships
- How to demonstrate positive behaviours in healthy relationships
- About gender identity and sexual orientation
- About forming new partnerships and developing relationships
- About the law in relation to consent
- That the legal and moral duty is with the seeker of consent
- How to effectively communicate about consent in relationships
- About the risks of 'sexting' and how to manage requests or pressure to send an image

Year 9

Respectful Relationships

Families and parenting, healthy relationships, conflict resolution, and relationship changes

- About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering
- About positive relationships in the home and ways to reduce homelessness amongst young people

- About conflict and its causes in different contexts, e.g. with family and friends
- Conflict resolution strategies
- How to manage relationship and family changes, including relationship breakdown, separation and divorce
- How to access support services

Intimate Relationships

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography

- About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
- About myths and misconceptions relating to consent
- About the continuous right to withdraw consent and capacity to consent
- About STIs, effective use of condoms and negotiating safer sex
- About the consequences of unprotected sex, including pregnancy
- How the portrayal of relationships in the media and pornography might affect expectations
- How to assess and manage risks of sending, sharing or passing on sexual images
- How to secure personal information online

Year 10

Healthy Relationships

Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography

- About relationship values and the role of pleasure in relationships
- About myths, assumptions, misconceptions and social norms about sex, gender and relationships
- About the opportunities and risks of forming and conducting relationships online
- How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
- About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent
- How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
- How to recognise and challenge victim blaming
- About asexuality, abstinence and celibacy

Addressing Extremism and Radicalisation

Community cohesion and challenging extremism

- About communities, inclusion, respect and belonging
- About the Equality Act, diversity and values
- About how social media may distort, mis-represent or target information in order to influence beliefs and opinions
- How to manage conflicting views and misleading information
- How to safely challenge discrimination, including online
- How to recognise and respond to extremism and radicalisation

Year 11

Communication in Relationships

Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse

- About core values and emotions
- About gender identity, gender expression and sexual orientation
- How to communicate assertively
- How to communicate wants and needs
- How to handle unwanted attention, including online
- How to challenge harassment and stalking, including online
- About various forms of relationship abuse
- About unhealthy, exploitative and abusive relationships
- How to access support in abusive relationships and how to overcome challenges in seeking support

Families

Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

- About different types of families and changing family structures
- How to evaluate readiness for parenthood and positive parenting qualities
- About fertility, including how it varies and changes
- About pregnancy, birth and miscarriage
- About unplanned pregnancy options, including abortion
- About adoption and fostering
- How to manage change, loss, grief and bereavement
- About 'honour based' violence and forced marriage and how to safely access support

At RAP, we understand and value the importance of local and national trends and data (Child and Maternal Health Observatory - CHIMAT), using this to inform lesson content and the provision of specific topics. It is crucial that we are aware of current data and trends, in an ever changing local, national and global world. Responding to these is crucial to meeting the needs of our young people and prioritising current areas of risk and concern in order to promote wellbeing, ultimately providing our pupils with the knowledge, understanding and skills with which to navigate an issue e.g., Peer on peer abuse, VAGW, CSE, FGM, transphobia, infertility etc

Our RSE programme and delivery is inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. Language is used carefully – in both lesson delivery and resource content to ensure inclusivity and to avoid potentially harmful assumptions e.g. Around gender identity and sexuality.

We ensure RSE is matched to the needs of our pupils by:

- Pupil's identifying their own RSE learning needs and preferred methods of delivery
- Pupil baselines for each topic – these are marked and considered carefully to further inform differentiation
- Careful consideration of "age and stage "- including emotional maturity – this is a very important part of differentiation in lesson planning and delivery – content needs to be

appropriate, relevant and accessible. At times particular year groups may be taught content or use resources planned for younger or older year groups as necessary

- Responding to spontaneous issues. When issues arise – either in our school community, locally, nationally or globally – lessons are quickly delivered in response to these issues as a priority ahead of the planned curriculum. EG Homophobia, transphobia, HSB
- Consistent liaison with our Pastoral Lead to inform and respond to safe-guarding needs e.g., Awareness around pupils who have experienced sexual abuse
- Identifying pupils who have HSB (harmful sexual behaviours) providing planned 1;1 intervention to support their additional needs
- Referring pupils to our school nurse for contraception / Come Correct (London wide condom card scheme) and sexual health testing

Our RSE programme is planned and delivered as part of a comprehensive and spiralling PSHE curriculum. Within this curriculum pupils will receive two lessons per week for two half terms of each year as distinct RSE. However, we embed a focus on RSE into all of our PSHE topics to further raise awareness and skills e.g., Drug and Alcohol Education – Links with consent / influence.

As we are essentially a short stay provision and we also deliver whole school workshops throughout the year to ensure pupil understanding of inclusive healthy relationships, consent, the law, contraception and sexual health.

All aspects of our RSE include inclusive signposting to reliable information and support services including learning the skills needed to access these.

Our RSE programme is planned and delivered to maximise pupil engagement and progress. We use a wide range of teaching methods and focus on interactive tasks, consistently embedding opportunities to practice associated skills e.g., Roleplay: Assertive responses during lessons on reasons to delay sexual activity / consent.

The active learning methods we use include class mind-mapping, think-pair-share, role-playing, presenting responses to given scenarios, group discussion, critical thinking, annotating and using specialist resources e.g., Beer goggles when learning how to put a condom on a condom demonstrator.

Lessons are always differentiated by the teacher for pupils in each specific group to ensure that every pupil can access and achieve the learning objectives whilst also making good individual progress. Some activities, tasks and resources are simplified / adapted or partly delivered by 1;1 support staff according to SEN need, with differentiated opportunities to evidence learning and progression e.g., presenting facts about the law and consent rather than answering written questions. Differentiation is also mindful of 'age and stage' with both content and delivery e.g.

Within the same group some pupils may be sexually active and others may not. Extension tasks and activities focusing on more detailed content are planned for higher level learners or those further through "stage "e.g., exploring the advantages and disadvantages of different forms of contraception.

We use high quality engaging resources and specialist toolkits that have been assured by the PSHE association.

We also engage with specialist providers to ensure that we are aware of new resources, current issues and relevant services e.g., Stonewall, CEOPS, Barnardo's, ELOP etc. We are mindful of the importance of updating resources regularly so that they are inclusive, relevant, current and engaging for pupils.

Selected resources, such as books and film clips, are used which support and promote understanding within an inclusive moral/values context further underpinning understanding of both the law and RSE but also of skills such as empathy, mutual equality and assertion.

Relationships and sex education delivered within the PSHE curriculum links and complements learning in citizenship, science and the hidden RAP curriculum.

Assessment

Building and maintaining healthy relationships and the skills with which to navigate these is a crucial part of pupils learning and progression at RAP.

Pupils will be encouraged to reflect on their own learning and progress by completing self-assessment tasks at the start, middle and end of each topic. Pupils will use their own topic baseline and annotate this to evidence their summative progress. Lessons are designed to include tasks that provide AFL / formative assessment opportunities.

Our spiralling curriculum allows for pupils to build and consolidate understanding and skills as they move through the key stages.

We use methods of self, peer and teacher assessment and pupils always begin RSE topics by identifying their own learning needs. Pupils receive verbal feedback during lessons and books are regularly marked. Marking always includes differentiated progress tasks for pupils to complete. Pupils also identify further learning needs at the end of each topic – these allow for teachers to embed additional content or focus in subsequent lessons and whole school workshops.

Safe and Effective practice

We ensure a safe learning environment by creating and using teacher / pupil ground rules for all our lessons. Teachers and pupils generate and agree ground rules during discussion and active learning tasks which identify important boundaries and safe guarding practices. These rules allow for creating an environment in which pupils and teachers feel safe in exploring sensitive issues in a way that avoids personalising them. This maximises engagement and allows for pupils to feel able to ask questions and identify further learning needs.

We use distancing techniques such as stories, scenarios, clips from TV programmes or case studies that provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' the focus. This allows pupils to engage more objectively and comfortably with the lesson content.

We also use distancing techniques in our ground rules e.g., using fake names or changing details so that we can safely explore sensitive issues and avoid personal disclosures.

Pupils understand the importance of confidentiality and know that staff can't keep secrets - any concerns will be addressed with the pupil and immediately shared with the safeguarding team.

We encourage pupils to ask questions, however sensitive or challenging whilst following our ground rules to ensure appropriate language and distancing techniques. Pupils have access to an anonymous question bowl which the teacher checks each week, then answering the questions within lessons. This is very effective and allows for pupils to ask challenging questions they may feel uncomfortable about asking in front of peers.

Our specialist RSE/PSHE Lead is experienced in managing sensitive questions and she will follow the latest guidance to provide factual age-appropriate answers within a moral and values framework, also sign posting to further sources of reliable information and support. If questions indicate a particular issue or trend then lessons will be planned to address this need as 'responding to a spontaneous issue' e.g., Questions around pornography

Safeguarding

RAP is committed to following child protection, safeguarding and confidentiality protocols. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Consistent communication between the Pastoral Lead, DSL's and the PSHE Lead - allow for the sharing of safe guarding information prior to RSE lessons to ensure safe and effective content and delivery. Any disclosures and concerns arising from lessons will be immediately taken to the safe guarding team and recorded onto CPOMS. Pupils identified as vulnerable or 'at risk' will be discussed by the PSHE Lead, Headteacher, DSL's, School Nurse and the Pastoral Lead to identify intervention needs, a safety and support plan and / or referral to an external agency. The PSHE Lead will also refer pupils to our school nurse for contraceptive or sexual health needs.

The PSHE Lead will inform visitors and external agencies of RAP's inclusive RSE and our safe-guarding protocols, explaining that these are the foundation of our commitment and provision of effective RSE.

Engaging stakeholders

We are committed to working with parents/carers and they are informed about our RSE policy and curriculum when they attend the pupils starting meeting at RAP. We work closely with parents/carers so that they are fully aware of our whole school approach to promoting wellbeing and safe guarding through both the RSE and PSHE curriculum. This dialogue allows for us to share what is being taught and to provide opportunities to view / signpost to our policy and teaching materials.

Right to withdraw

Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we encourage any parents/carers with concerns to meet with the PSHE Lead so that they can answer questions, discuss concerns and share resources.

If a parent/carer requests that their child be removed from relationships and sex education, we will meet with them to discuss and identify the content, which they do not want their child to be taught. This allows for us to provide them with appropriate reliable sources of information and available services to support their child.

Any pupils withdrawn from part or all of the RSE curriculum will be taught further PSHE content to meet individual knowledge and skill needs.

As part of our whole school approach to RSE we will develop opportunities for Parent Information sessions and sharing resources, also consulting our parents/carers at the next policy review Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

Monitoring, Reporting and Evaluation

Teachers will critically reflect on their work in delivering RSE through the monitoring of pupil progress and engagement and behaviour within our school community. Staff will discuss the impact of the RSE curriculum and interventions in responding to spontaneous issues and / or HSB, developing and implementing practice to further meet any needs.

Pupils will have opportunities to review and reflect on their learning during lessons also identifying any further learning needs. Pupils will regularly evaluate resources and learning activities.

Pupil voice will be influential in adapting and amending planned learning activities and delivery styles to maximise engagement and learning. Pupil voice will be used to review and tailor our RSE programme and policy to match the different needs of pupils

We discuss and evaluate the contribution of visitors and external agencies with pupils and staff. The RSE provision will be monitored and evaluated through our quality assurance framework.