



The Complete Works Policies

Relationships and Sex Education Policy

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Next review: July 2026

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1. Purpose

This policy outlines The Complete Works' approach to delivering statutory Relationships and Sex Education (RSE). It aims to equip students with knowledge, attitudes, and skills to foster physical, emotional, and social wellbeing while promoting respect for diversity, inclusivity, and healthy relationships. The RSE programme also serves as a critical component of the safeguarding framework.

2. Definition

RSE involves:

- Understanding relationships, sexual health, healthy lifestyles, diversity, and personal identity.
- Combining factual teaching with exploration of values and attitudes.
- Creating a safe environment to discuss sensitive topics without promoting sexual activity.

3. Policy Links

This policy supports/complements the following policies:

- PSHE Education Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Behaviour Policy
- Equality Policy

4. Roles and Responsibilities

- **PSHE Subject Lead:** Oversees the design, delivery, and evaluation of RSE.
- **Designated Safeguarding Lead:** Ensures alignment with safeguarding protocols.
- **Senior Leadership Team:** Supports and monitors policy implementation.
- **Teaching Staff:** Receive regular RSE training to deliver the curriculum effectively.

5. Legislation

In accordance with the Department for Education guidance (2020):

- Primary schools must teach Relationships Education.
- Secondary schools must teach Relationships and Sex Education.
- RSE is statutory under the Education Act 2002 and Children and Social Work Act 2017.

6. Policy Development

Policy development involves:

1. **Review:** Gathering national and local guidance.
2. **Staff Consultation:** Engaging staff for feedback.
3. **Parent/Carer Survey:** Inviting suggestions from parents and carers.

4. **Pupil Consultation:** Understanding student needs.
5. **Ratification:** Approving the final policy through leadership and governance.

7. Curriculum Design and Intended Learning Outcomes

Key Stages 1 and 2:

Students will:

- Discuss feelings, relationships, and respect for diversity.
- Learn about physical and emotional changes during puberty.
- Recognise safe and unsafe situations.
- Understand different family structures, including same-sex families.

Key Stage 3:

Students will:

- Explore self-esteem and interpersonal skills.
- Recognise and resist peer pressure.
- Learn about reproductive health and legal aspects of relationships.
- Understand the impact of media on sexual health.

Key Stage 4:

Students will:

- Analyse influences and pressures on sexual behaviour.
- Develop empathy and cooperative skills.
- Learn about contraception, parenting, and the law on forced marriage.
- Understand the physical and emotional aspects of sexual identity.

Key Stage 5:

Students will:

- Deepen their understanding of healthy, respectful, and consensual relationships.
- Explore complex issues such as sexual consent, coercion, and power dynamics.
- Learn about the impact of cultural, social, and media influences on sexual attitudes and behaviours.
- Gain knowledge about sexual and reproductive health services, including their rights and responsibilities when accessing them.
- Understand the legal and ethical aspects of relationships and sexual health, including issues related to confidentiality and disclosure.
- Explore the role of relationships in overall mental health and wellbeing.
- Discuss long-term relationship considerations, such as cohabitation, marriage, and family planning.

- Consider the social and personal consequences of decisions related to relationships and sexual behaviour.
- Engage with case studies and scenarios to develop critical thinking and decision-making skills in complex relational contexts.

Post-18 Students:

The curriculum for post-18 students aligns with Key Stage 4 and 5, with adjustments for maturity, life experience, and safeguarding younger peers. Post-18 students will always be taught RSE separately from younger students.

8. Assessment

Assessment methods include:

- Class discussions, Q&A, and peer feedback.
- Reflective assessments focusing on personal goals.
- Monitoring progress through individual and group activities.

9. Inclusion and Differentiation

RSE is tailored to respect students' unique needs, considering factors such as:

- Cultural background.
- Gender identity and sexual orientation.
- Levels of maturity and additional needs.

10. Students with Additional Educational Needs

Students with SEN will:

- Access differentiated materials and support.
- Be included in all RSE lessons to ensure holistic development.

11. Parents and Carers Involvement

Parents and carers are:

- Encouraged to discuss concerns with staff.
- Provided with resources upon request.
- Informed of their right to withdraw their child from non-statutory elements of RSE.

12. Equalities Obligations

The RSE programme adheres to the Equality Act 2010 by:

- Promoting inclusivity and respect for diversity.
- Addressing discrimination and stereotypes.

- Ensuring accessibility for all students.

13. Teaching Methodologies

Teaching approaches include:

- Group work, discussions, and role play.
- Problem-solving and empathy-building exercises.
- Anonymous question boxes to encourage participation.

14. Students' Questions

- Teachers will answer questions honestly, considering sensitivities.
- Students may ask questions anonymously or discreetly.
- Safeguarding protocols apply to disclosures of concern.

15. Monitoring and Evaluation

This policy is reviewed on an annual basis to ensure the aims of the policy are carried out by TCWs equality obligations.

If you have any suggestions or comments regarding this policy, please email suggestions@tcw.org.uk.

To ensure policy effectiveness:

- **Surveys:** Regular feedback from students, staff, and parents.
- **Observations:** Monitoring lesson delivery and outcomes.
- **Updates:** Annual reviews to reflect legislative changes and feedback.

Review log

Policy	RSE Policy
Date of Approval	September 2020
Approved by	Adam Dalton
Review 1:	September 2022
Approved by:	Amy Jones
Review 2:	January 2025
Approved by:	Adam Dalton