



Sex and Relationships Policy

Introduction

It is a statutory requirement under section 34 of the Children and Social Work Act 2017, that all schools must provide Relationship and Sex Education (RSE), to all students. This policy sets out how Wings will provide this across all settings.

As part of the Personal, Social, Health and Economic (PSHE) education curriculum, RSE is vital to the development of the young people in our provision. Any planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

RSE is a key component throughout the curriculum in our approach to safeguarding our students. 'Relationships and sex education' is defined as learning about the physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health. Parents/carers will be consulted and informed of Wings' approach to RSE.

The Wings South West RSE programme of work promotes Resilience, Respect and Opportunity and values the qualities of stable relationships, marriage and family life, without bias to any particular family structure.

Curriculum

The programmes are led by the staff at Wings or on occasion by specific bought in expertise - these lessons will be supported by Wings staff. Controversial topics will be covered with sensitivity and respect for all viewpoints. The programme is not aimed to tell what is right and wrong but to take into account different perspectives and provide students with the information to make their own decisions.

Pupil Consultation

Wings South West staff investigate what exactly students want from their RSE via ongoing student conversation. Consultation with students takes place both formally and informally through open dialogue between staff and students and the use of plenary activities to evaluate lessons.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Students will also receive stand-alone sex education sessions delivered by a trained health professional should they require it.

Delivery of RSE sessions will be appropriate to the needs of individuals, including students with special education needs.

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

- Families

Reviewed 19 December 2022

To be reviewed February 2024

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

These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

Roles and responsibilities

The Trustees

The Trustees will approve the RSE policy, and are responsible for ensuring that RSE is taught consistently across the provision, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

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 non-statutory/non-science 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 their Line Manager.

Students

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

Training

Visitors from outside Wings, such as school nurses or sexual health professionals, will be invited to provide support and training to staff teaching RSE when required.

Inclusion and differentiation

Our RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

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