# Relationships and Sex Education Policy (RSE)

## POLICY APPROVAL

| | | | | | |
|---|---|---|---|---|---|
| **Approval Required** | Indicate with a tick (✓) | | **Annual Review Required** | Indicate with a tick (✓) | |
| | Yes ✓ | No | | Yes ✓ | No |
| **Approval Panel** | Loren Janes | | | | |
| **Approved by** | Name: Loren Janes | | Signature: | Date: September 2025 | |
| **Policy Review Date** | September 2026 | | | | |
| **Policy Writer/s:** | Charlotte Manford | | | | |

## Our Aim

The purpose of this policy is to outline the centre's approach Relationship and Sex Education (RSE). The aim is to ensure that learners receive a balanced, age-appropriate education that supports their physical, emotional, and social development. The policy ensures that learners are equipped with the knowledge and skills to make informed decisions about their health, relationships, and well-being.

## Our Objectives

- Promote respect for others and the understanding of healthy relationships.
- Equip learners with knowledge about the physical, emotional, and psychological aspects of sex and relationships.
- Support our learners in developing a positive sense of identity and self-esteem.
- Teach learners about personal safety, consent, and healthy communication in relationships.
- Provide information about contraception, sexually transmitted infections (STIs), and reproductive health.
- Encourage responsible, respectful, and informed decision-making regarding relationships and sexual health.

## Our Curriculum Aims

- Puberty and the physical, emotional, and psychological changes during adolescence.
- Healthy relationships: consent, communication, respect, and emotional aspects of relationships.
- Understanding sexual orientation and gender identity.
- The importance of consent, the legal framework around sexual activity, and making responsible decisions.
- Addressing issues such as peer pressure, sexual harassment, and online safety.

Learners will also be taught about online safety in the context of relationships, including the risks of grooming, exploitation, pornography, sexting, image sharing, and harmful online behaviour**.** They will be provided with strategies to stay safe, seek help, and report inappropriate or harmful content.

## Our Delivery including Staff Training

Futures Changing recognises that the delivery of Relationships and Sex Education (RSE) requires sensitivity, professionalism, and a clear understanding of safeguarding responsibilities. To ensure high-quality and safe delivery:

### Training and Development

- All staff involved in teaching or supporting RSE will receive appropriate training, both at induction and through ongoing professional development.
- Training will cover subject knowledge, safeguarding procedures, handling disclosures, confidentiality, and managing sensitive discussions.
- Staff will be supported to remain up to date with statutory guidance, including Keeping Children Safe in Education (KCSIE 2025).

### Safeguarding Responsibilities

- Staff must understand their duty to report any safeguarding concerns or learner disclosures to the Designated Safeguarding Lead (DSL) immediately.
- Particular attention will be paid to disclosures relating to child-on-child abuse, sexual harassment, sexual violence, exploitation, or online harms, as highlighted in KCSIE 2025.
- Staff will be reminded that they must never promise confidentiality to learners.

**Professional Boundaries**

- Staff will maintain professional boundaries at all times and model respectful, inclusive behaviour.
- RSE sessions will be delivered in a way that is age-appropriate, inclusive, and aligned with organisational values.
- Learners' questions will be addressed honestly and appropriately, with clear guidance on where they can access further support.

**Support for Staff**

- Staff delivering RSE will have access to resources, training, and supervision where needed.
- Futures Changing Ltd will ensure that staff feel confident and supported in dealing with challenging issues, disclosures, or safeguarding concerns.
- The DSL and leadership team will be available to advise and support staff with any safeguarding matters arising from RSE lessons.

By ensuring staff are properly trained and supported, Futures Changing can deliver an RSE curriculum that is safe, effective, and consistent with statutory safeguarding responsibilities.

- Learners will be encouraged to ask questions in a safe, confidential, and non-judgmental environment.
- Learners will be challenged during discussions to test their moral and ethical views and guidance will be given on how they align with legislation
- Parents/guardians will be informed of the topics being covered and may raise any concerns or questions regarding the curriculum.

## Parental/Guardian Involvement

- Parents and Carers will be consulted regarding the RSE policy and given the opportunity to provide feedback.
- A copy of the policy and curriculum will be available for parents and Carers to review.
- Parents and Carers will have the right to withdraw their child from RSE lessons should they wish to do so.
- Futures Changing encourages parents/carers to discuss the topics with their children outside of centre to reinforce the learning process.

## Acknowledgment and Consent Statement

By enrolling at Futures Changing Ltd on the Changing Futures Learning Program, parents and carers acknowledge the centres approach to Relationship and Sex Education. Parents and Carers have the right to discuss the policy and curriculum with leadership staff and can request additional support or resources if needed.

## Confidentiality and Safeguarding

Futures Changing recognises that high-quality Relationships and Sex Education is a key part of safeguarding. The curriculum helps learners identify unsafe or unhealthy relationships, understand the importance of consent, and recognise behaviours that may indicate abuse, coercion, exploitation, or harassment.

In line with KCSIE 2025, staff will take all disclosures seriously, including those relating to child-on-child abuse, sexual harassment, or online exploitation**.** Any concerns will be reported immediately to the Designated Safeguarding Lead (DSL)**,** who will take appropriate action in line with the Safeguarding and Child Protection Policy.

- Futures Changing is committed to creating a safe environment for learners to discuss issues related to sex and relationships.
- Learners will be informed that any disclosures made regarding abuse, unsafe situations, or concerns about their safety will be treated with the utmost seriousness and may be shared with the appropriate authorities, in line with safeguarding procedures.
- Futures Changing Ltd will ensure that staff are trained in maintaining confidentiality, handling sensitive topics, and supporting Learners appropriately.

## SEND and Vulnerable Learners

Futures Changing acknowledges that learners with Special Educational Needs and Disabilities (SEND) may be more vulnerable to exploitation, abuse, or unhealthy relationships. The RSE curriculum will be adapted to meet their individual needs, ensuring that all learners understand protective behaviours, consent, and how to seek help. Staff will work with the SENCO and specialist support services where appropriate to ensure inclusive and accessible delivery.

## Equality and Inclusion

- The RSE program of learning will be inclusive of all learners, regardless of gender, sexual orientation, ethnic background, or disability.
- The curriculum will reflect diversity and promote tolerance, respect, and understanding.
- Futures Changing are sensitive to the different cultural and religious backgrounds of learners and will ensure that teaching respects these perspectives while providing accurate, evidence-based information.

## Review and Monitoring

- The RSE policy and curriculum will be reviewed on an annual basis to ensure it meets the needs of learners and reflects current guidance, best practices, and statutory requirements.
- Feedback from students, parents, and staff will be considered when making any changes or updates to the curriculum.
- The effectiveness of the RSE program will be monitored through assessments, learner surveys, and feedback from staff and carers.