



Relationships And Sex Education Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

In drafting this policy The Green Room followed the Dept of Education’s Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Sexual Violence and Sexual Harassment between children in provisions. Keeping Children Safe in Education September 2025

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the student’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

Owner: DH/WCJ/KBT/CKP

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
January 2020	January 2021	January 2021	1	January 2022
	GRK Review	January 2022		
	GRW Review	January 2022		
	GR6 Review	January 2022		
	Overall Review	January 2022	2	January 2023
	Overall Review	January 2023	3	January 2024
		January 2024		January 2025
	GRW Review	January 2025	4	Jan 2026
	GRK Review	January 2025		Jan 2026
	GRC Review	February 2025		January 2026

	Overall Review	January 2026	5	January 2027
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Introduction

Relationships and Sex Education is taught at The Green Room in order to support all young people to be happy, healthy and safe whilst growing up in an increasingly complex world and living their lives seamlessly on and offline. We want to equip them for adult life and to help them make a positive contribution to society. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Aims

The aim of RSE is to give young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. It is taught in a safe, non-judgemental and open forum, allowing the students to discuss their opinions, pre-conceptions and concerns. This is taught in year groups across all three provisions, so the students feel they are amongst their own age group and we tailor the curriculum as appropriate to both the age group and student SEN requirements.

The Green Room adopts a whole provision approach to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. By the end of their Green Room career, we aim to help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are unhealthy and understand how such situations can be managed.

Delivery

In teaching RSE, The Green Room ensures that the needs of all students are appropriately met, and that all students understand the importance of equality, respect and British Values. The Green Room ensures that we comply with the relevant provisions of the Equality Act 2010. (Please see The Equality Policy).

GRW

A collaborative approach has been taken for teaching Relationship and Sex Education within GRW. Staff have worked together to create a scheme of work that encompasses all topics specified within the government statutory framework for both primary and secondary education and is kept updated in line with government guidance. Staff are aware of the gaps in knowledge GR students may have experienced and have worked to create a scheme of work that encompasses each topic and is clearly differentiated by year group.

Each year group receives RSE through the PSHE curriculum. The topics for RSE are woven through the PSHE topics in a sequential way. Staff teaching RSE ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within planned lessons. Teaching includes sufficient, well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real life situations.

GRK

Lessons are informed through the PSHE association and Statutory government framework for both primary and secondary education to ensure that all areas of the curriculum are met and delivered in an effective way ensuring any missed education is accounted for and addressed. We ensure that lessons are differentiated to meet the emotional needs of each individual student and to challenge them to make useful progress with a specific focus on creating a safe, supportive environment to enable all students to be able to explore these ideas in a secure way. This is reinforced across the whole provision through circle times, modelled behaviour, individual conversation and in conjunction with the harmful sexual behaviours forms which enable us to assess the needs of the students and to develop bespoke conversation or interventions with students.

Students receive a weekly PSHE lesson with their age group which covers relationships in a variety of forms, including addressing unhealthy relationships and aspects of consent as well as comprehensive sexual education units. A range of methods are used to deliver the curriculum including discussion, written tasks, debate, multimedia and outside speakers where appropriate. This enables students to build on their existing knowledge, fill any missing gaps in their knowledge and develop a wider view of the world around them.

GRC

Despite there being no statutory requirement for Relationship and Sex Education to be taught beyond a secondary school level, GRC takes the opportunity within the GRC timetable for RSE topics to be covered in weekly Preparing for Adulthood and The Big Picture sessions. Specific topics will be addressed when:

- a change or update to the government guidance occurs
- staff/students are made aware of a significant issue (ie Everyone's Invited)
- staff feel there are gaps within student subject knowledge
- specific student concerns arise

The Law

Students are well informed about the full range of perspectives and, within the law, are well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

Key aspects of the law relating to sex which are taught include:

- The age of consent and what it is
- Violence against women and girls
- The definitions and recognition of rape, sexual assault, sexual violence and harassment,
- Choices permitted by the law around pregnancy.
- Pornography
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour,
- Internet safety - students are taught the rules and principles for keeping safe online, including how to recognise risks, harmful content and contact, and how and to whom to report issues.
- Sexting - definitions, the law in regards to distributing, possessing or showing any indecent images of anyone aged under 18.

Support

As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. The Green Room recognises that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the provision may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted staff, report problems and find support.

Right to withdraw

Parents have a right to request to withdraw their child from sex education delivered as part of the RSE curriculum, unless there are exceptional circumstances. However, three terms before the child's 16th birthday, if the child themselves wishes to receive sex education rather than be withdrawn, the provision should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from the Relationships Education contents of these subjects – such as family, friendship, safety (including online safety).

SEND

RSE and Health Education must be accessible for all students, therefore The Green Room delivers high quality teaching that is differentiated and personalised to ensure accessibility to all students. The Green Room is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The Green Room ensures that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Roles and Responsibilities

The Green Room will ensure that:

- The teaching of RSE is monitored and delivered in ways that are accessible to all students with SEND
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn
- If a student is excused from Sex Education, it is the provision's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal.
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support
- All points of view that staff may express during the course of teaching RSE are unbiased
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- If a student has embarked on a course of action likely to place them at risk, staff will refer any potential concerns to the Designated Safeguarding Lead.

Safeguarding, Reports of Abuse and Confidentiality

Keeping Children Safe in Education sets out that all provisions should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Green Room students are aware of how to raise their concerns or make a report and how any report will be handled. All staff are aware of what to do if a child tells them that they are being abused or neglected. Please see Safeguarding and Child Protection Policy.

Monitoring and Evaluating Progress

Student progress is monitored by in class evaluation through questioning and open discussion. Students who may have missed previous sessions are assisted to catch up prior to the next lesson. In addition student welfare is continually monitored throughout the provision week and emotional and mental welfare of students is considered when RSE topics are covered. A new topic is covered each half term and differentiation between year groups is specified within the scheme of work, this allows any gaps in knowledge to be filled when a student enters their next academic year.

This policy is approved by the CEO of The Green Room Foundation

Date _____

CEO _____