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Purpose

The PSHE schemes of learning includes specific teaching of RSHE.

The importance of 'positive relationships' underpins the entire ethos of Red Balloon, particularly with regards to its impact on mental health, and the future implications for personal, professional and social relationships in later life.

The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, how to develop intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in healthy relationships.

This will help learners understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. The skills needed for developing positive relationships with others include self-efficacy, perseverance, trustworthiness, humility and kindness, as well as a recognition of the importance of these traits in others.

Effective RSHE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSHE also equips young people to make safe, informed and healthy choices as they progress through adult life.

RSHE at Red Balloon Worthing

Red Balloon Worthing provides specialist educational support for learners who may have experienced significant barriers to learning and engagement in education. Many learners join the Centre following experiences such as bullying, anxiety, emotionally based school avoidance, adverse childhood experiences, trauma, social isolation, low self-esteem or disrupted educational pathways.

Relationships, Sex and Health Education (RSHE) plays a particularly important role within the Red Balloon Worthing curriculum. Our approach recognises that developing healthy relationships, emotional resilience, self-awareness and personal safety is fundamental to learners' wellbeing, confidence and future success.

RSHE is delivered through a trauma-informed, relational and learner-centred approach which reflects the individual needs and experiences of our learners. Staff work to establish safe, trusting and respectful learning environments where learners feel able to explore sensitive topics, ask questions and develop confidence in expressing their views.

Through RSHE, learners are supported to:

- Develop positive and respectful relationships with themselves and others.
- Strengthen self-esteem, resilience and emotional wellbeing.
- Understand healthy boundaries, consent and personal safety.
- Recognise and respond to bullying, discrimination, unhealthy relationships and abuse.
- Develop safe and responsible online behaviours.
- Understand diversity, equality and inclusion within modern British society.
- Build the knowledge and skills needed to manage change and prepare for adulthood.
- Know how and when to seek help and support for themselves or others.

The Centre recognises that some learners may require additional support when discussing sensitive aspects of RSHE. Teaching is therefore adapted where appropriate, taking account of learners' age, maturity, SEND, emotional wellbeing and individual circumstances. Staff work closely with safeguarding, pastoral and therapeutic professionals to ensure that learning remains accessible, appropriate and supportive.

By embedding RSHE within the wider culture of care, compassion and inclusion that characterises Red Balloon Worthing, the Centre seeks to empower learners to develop the knowledge, understanding and confidence needed to lead safe, healthy and fulfilling lives.

Roles and Responsibilities

Trustees

The Trustees of Red Balloon Educational Trust are responsible for:

- Ensuring that the Trust complies with all statutory requirements relating to Relationships, Sex and Health Education (RSHE).
- Providing strategic oversight of the curriculum and safeguarding arrangements.
- Ensuring that policies are reviewed and updated in line with current legislation and guidance.
- Monitoring the effectiveness of RSHE provision through governance and quality assurance processes.

Local Governing Body

The Local Governing Body is responsible for:

- Supporting and monitoring the implementation of this policy within Red Balloon Worthing.
- Receiving information regarding the effectiveness of RSHE provision, including learner outcomes and feedback.
- Ensuring that RSHE reflects the ethos, values and needs of the Centre community.
- Providing appropriate challenge and support to Centre leaders regarding RSHE delivery and safeguarding.

Head of Centre

The Head of Centre has overall responsibility for the implementation of this policy and will:

- Ensure that RSHE is delivered in accordance with statutory guidance and Trust expectations.
- Allocate appropriate curriculum time and resources for RSHE.
- Ensure that staff receive appropriate training and support.
- Monitor the quality and effectiveness of RSHE teaching and learning.
- Ensure that parental requests regarding withdrawal from sex education are managed in accordance with statutory requirements.
- Report to the Local Governing Body on the implementation and effectiveness of the policy.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for:

- Providing advice and guidance to staff on safeguarding issues arising from RSHE.
- Ensuring that safeguarding concerns disclosed during RSHE sessions are managed in accordance with RBET's Safeguarding and Child Protection Policy.
- Supporting staff in responding appropriately to sensitive issues.
- Working with external agencies where appropriate to support learners and safeguard their wellbeing.

Staff

All staff involved in delivering RSHE are responsible for:

- Delivering RSHE in a professional, inclusive and age-appropriate manner.
- Creating a safe and respectful learning environment.
- Promoting equality, diversity and respect for others.
- Adapting learning to meet the needs of individual learners, including those with SEND and other additional needs.
- Maintaining appropriate professional boundaries.
- Following safeguarding procedures where concerns arise.
- Participating in relevant professional development and training.

Parents and Carers

Parents and carers play a vital role in supporting RSHE and are encouraged to:

- Engage positively with the Centre regarding RSHE provision.
- Support discussions about relationships, health and wellbeing at home.
- Raise any concerns through appropriate Centre procedures.
- Familiarise themselves with the content of this policy and associated curriculum information.

Learners

Learners are expected to:

- Participate appropriately in RSHE learning activities.
- Treat others with dignity and respect.
- Listen to and value differing viewpoints.
- Contribute positively to discussions and learning activities.
- Seek support from trusted adults when concerned about their own wellbeing or the wellbeing of others.

Monitoring of Responsibilities

The implementation of these responsibilities will be monitored through curriculum reviews, safeguarding monitoring, learner voice activities, staff feedback, parental feedback and oversight by the Local Governing Body. Findings will inform future policy reviews and curriculum development.

Monitoring and Evaluation

Red Balloon Worthing is committed to ensuring that Relationships, Sex and Health Education (RSHE) remains relevant, effective, inclusive and responsive to the needs of all learners. The implementation and impact of this policy will be monitored regularly to ensure compliance with statutory requirements and alignment with the Centre's ethos, safeguarding responsibilities and educational objectives.

The Head of Centre has overall responsibility for monitoring the quality and effectiveness of RSHE provision. This will include reviewing curriculum content, teaching approaches, learner engagement and outcomes, and ensuring that provision remains age-appropriate and reflective of current guidance and best practice.

Monitoring activities may include:

- Review of curriculum plans, schemes of work and learning resources.
- Observation of teaching and learning activities where appropriate.
- Learner voice activities, including discussions, surveys and feedback.
- Parent and carer feedback regarding RSHE provision.
- Staff feedback and professional reflection.
- Monitoring of safeguarding themes, concerns and emerging trends.
- Review of attendance, engagement and participation in RSHE-related activities.
- Quality assurance activities undertaken by Centre leaders.
- Reporting to the Local Governing Body regarding implementation and effectiveness.

Evaluation of the RSHE programme will consider:

- Whether learners are developing the knowledge, understanding and skills identified within the RSHE curriculum.
- The extent to which learners feel safe, respected and supported within the learning environment.
- Learner understanding of healthy relationships, consent, personal safety and wellbeing.
- The effectiveness of curriculum content in meeting the needs of learners, including those with SEND and other additional needs.
- The contribution of RSHE to safeguarding, emotional wellbeing and preparation for adulthood.

- Compliance with statutory guidance and Equality Act responsibilities.

Findings from monitoring and evaluation activities will be used to:

- Inform curriculum development and continuous improvement.
- Identify staff training and professional development needs.
- Ensure that curriculum content remains current and relevant.
- Strengthen safeguarding and wellbeing provision.
- Support future policy review and strategic planning.

A formal review of this policy will take place annually, or sooner where there are significant changes in legislation, statutory guidance, safeguarding requirements or the needs of the Centre community. The outcomes of monitoring and evaluation activities will be reported to the Local Governing Body and will inform the annual review process.

Evidence from monitoring activities, learner voice, safeguarding reviews and stakeholder feedback will be retained by the Centre to demonstrate the effectiveness and impact of RSHE provision and to support continuous improvement.

Content

At Red Balloon Worthing, learners are taught factual information about biological sex, sexual orientation, gender reassignment as protected under the Equality Act 2010, and the law relating to equality and discrimination. This particularly includes the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

- When the time is right, learners are taught about the laws around grooming, sexual exploitation and domestic abuse, including female genital mutilation.
- Sexual orientation and gender identity are explored in a clear, sensitive and respectful manner.
- Learners explore the features of stable and healthy same-sex and opposite-sex relationships, treated equally.
- Learners are taught their rights and responsibilities as citizens.
- Depending on the needs of the learners and the relevance to their own experiences, we may explore faith, culture, historical influences and other factors influencing perspectives on relationships.
- Learners take part in discussions about the rights of others to make their own decisions and hold their own beliefs, within the law.
- Learners learn to recognise healthy and unhealthy relationships in a domestic setting, including coercive or controlling behaviour, abuse (physical, emotional, sexual and neglect), honour-based violence and forced marriage. They learn how to find support for themselves or a friend.

- Learners discuss the risks of using the internet and learn strategies for keeping themselves safe online.

By the time learners leave Red Balloon they will have covered the following:

Families

- that there are different types of committed, stable relationships;
- how these relationships might contribute to human happiness and their importance for bringing up children;
- what marriage is, including the legal rights of married people—for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony;
- why marriage is an important relationship choice for many couples and why it must be freely entered into;
- the characteristics and legal status of other types of long-term relationships;
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting;
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Learners will be supported to understand:

- the characteristics of positive and healthy friendships, in all contexts including online, such as trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict; reconciliation and ending relationships (this includes different non-sexual types of relationship);
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice);
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help;
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control;

- what constitutes sexual harassment and sexual violence and why these are always unacceptable;
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Learners will be supported to understand their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;

- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online;
- that they should not provide material to others that they would not want shared further or share personal material which is sent to them;
- what to do and where to get support to report material or manage issues online;
- the impact of viewing harmful content;
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners;
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including imprisonment;
- how information and data is generated, collected, shared and used online.

Being safe

Learners will be supported to understand

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships;
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online;

Intimate and sexual relationships, including sexual health

Learners will be supported to understand:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship;
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing;
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause;
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others;
- that they have a choice to delay sex or to enjoy intimacy without sex;
- the facts about the full range of contraceptive choices, efficacy and options available;
- the facts around pregnancy including miscarriage;
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help);
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing;
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment;
- how the use of alcohol and drugs can lead to risky sexual behaviour;
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

It is important that learners know what the law says about sex, relationships and young people, as well as broader safeguarding issues. 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. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Learners are made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage,
- consent, including the age of consent,
- violence against women and girls,

- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc),
- pornography,
- abortion,
- sexuality,
- gender identity,
- substance misuse,
- violence and exploitation by gangs, extremism and radicalisation,
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations),
- hate crime,
- female genital mutilation (FGM).

Parents' Right to Withdraw

Parents cannot withdraw learners from statutory Relationships Education or Health Education, but may request withdrawal from non-statutory sex education elements

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, Red Balloon will arrange this. Requests for withdrawal should be put in writing to the Head of Centre, who will discuss the request with the parents and take appropriate action. A copy of withdrawal requests will be placed on the student's file.

This policy has been developed with regard to the Department for Education's statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

SEND and Accessibility

Red Balloon Worthing is committed to ensuring that all learners can access and benefit from Relationships, Sex and Health Education (RSHE), regardless of their individual needs, abilities or circumstances. We recognise that some learners may require additional support, adapted approaches or differentiated resources to enable full participation in RSHE learning.

As a specialist setting, many learners may have experienced barriers to education, including anxiety, trauma, emotionally based school avoidance, adverse childhood experiences, social communication difficulties or special educational needs and disabilities (SEND). RSHE is therefore delivered using a flexible, inclusive and trauma-informed approach that reflects the needs of individual learners and promotes emotional safety, confidence and engagement.

The Centre will ensure that:

- RSHE is accessible to all learners, including those with SEND.
- Teaching is planned and adapted to meet individual learning needs, abilities and levels of understanding.
- A range of teaching methods, resources and learning activities are used to support engagement and participation.
- Learners are provided with appropriate opportunities to revisit and reinforce key learning where required.
- Additional support is available for learners who may find particular topics sensitive, challenging or anxiety-provoking.
- Teaching materials reflect a diverse range of experiences, identities, relationships and family structures.
- Learners are able to participate in learning without discrimination, prejudice or disadvantage.
- Reasonable adjustments are made where necessary to support access to learning.

Trauma-Informed Practice

In recognition of the experiences of many Red Balloon Worthing learners, RSHE is delivered within a trauma-informed framework. Staff seek to create learning environments that are safe, respectful and predictable, enabling learners to engage with sensitive topics at a pace appropriate to their needs.

Staff will:

- Establish clear expectations and ground rules for discussion.
- Promote emotional safety and respectful communication.
- Be mindful of learners' individual experiences and vulnerabilities.
- Signpost learners to appropriate support where required.
- Work closely with safeguarding and pastoral staff when concerns arise.

Supporting Learners with SEND

Where appropriate, teaching may be adapted through:

- Differentiated learning materials and resources.

- Visual supports and structured learning activities.
- Individual or small-group teaching approaches.
- Additional processing and reflection time.
- Alternative methods of participation and communication.
- Collaboration with parents, carers and relevant professionals.

The Centre recognises that learners with SEND may be at increased risk of social isolation, exploitation, bullying or abuse. RSHE therefore plays a vital role in supporting learners to understand healthy relationships, personal boundaries, consent, online safety and how to seek help when needed.

Accessibility

This policy and associated curriculum materials will be made available in accessible formats where required. The Centre will take reasonable steps to ensure that no learner is disadvantaged in accessing RSHE because of a disability, additional learning need, communication difficulty or other protected characteristic.

The effectiveness of SEND and accessibility arrangements within RSHE will be reviewed through learner feedback, parental feedback, staff evaluation and ongoing curriculum monitoring to ensure that provision remains inclusive, effective and responsive to individual needs.

Equality Impact Statement

Red Balloon Worthing is committed to ensuring that all learners are treated with dignity, respect and fairness. This policy has been reviewed in accordance with the Equality Act 2010 and supports the Trust's commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations between individuals and groups with protected characteristics.

The RSHE curriculum:

- Promotes respect, tolerance and understanding of diversity.
- Reflects a range of family structures, relationships and lived experiences.
- Ensures that teaching and learning materials are inclusive and age-appropriate.
- Supports learners with special educational needs and disabilities (SEND) through reasonable adjustments and differentiated approaches.
- Recognises and values the protected characteristics defined by the Equality Act 2010.

- Challenges prejudice, discrimination, bullying and harassment in all forms.
- Provides learners with opportunities to develop empathy, respect and responsible citizenship.

An Equality Impact Assessment has been considered in the development and implementation of this policy. No adverse impact on any protected group has been identified. The policy will continue to be monitored to ensure equitable access to RSHE provision for all learners.

Linked Policies

- RBET Safeguarding and Child Protection Policy
- Behaviour for Learning Policy
- RBET Online Safety Policy
- RBET Anti-Bullying Policy
- Equality Policy
- SEND Policy
- PSHE Policy