Chiron OEP Relationship and Sex Education Policy

Policy implemented:	September 2023
Last reviewed:	May 2025
Next review due:	May 2027

1. Summary

At Chiron OEP we believe that education should be well rounded and therefore we aim to ensure that our students have access to high quality learning with regards to Relationship and Sex Education (RSE) as well as economics, health and the Fundamental British Values (FBVs). However, as our provision is designed to be reparatory and temporary, we have chosen to include the key topics within the learning of our core curriculum, 1-1 tutorials and assemblies. This policy outlines how this will be detailed within our curriculum plans and how we approach this learning more generally.

2. Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Ayesha Allen, Virtual School Head
Technical review carried out:	Craig Harris 2025
Final quality check carried out:	Arjun Singh, 2025
Date implemented:	September 2023
Version Number:	1.0
Date of the next review:	May 2027
Department responsible:	Education
Job Title of Lead Person:	Ayesha Allen, Virtual School Head
Author / Main Contact, including their job title (if different from above):	-

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

3. Headings

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This policy must be brought to the attention of all employees.
The controlled version of this policy and its associated documents are available on the Blink Hub. Printed or downloaded copies are uncontrolled and may not be up to date.

4. Content

Key Beliefs

- We believe that RSE is a key part of learning and as such we aim to create and encourage opportunities to engage with key topics from the statutory RSE guidance within our lessons, assemblies and 1:1 tutorials.
- In order to ensure that all students have good access to a range of topics we map our engagement with topics over our scheme of work.
- Our provision is designed to be transitionary and therefore planning a full scheme of learning for RSE is challenging. Our ethos is therefore to encourage critical thinking around key ideas rather than deep learning on any particular topic.
- Our students are extremely vulnerable and therefore signposting to excellent quality resources is crucial. Wherever a topic is discussed, high-quality resources will be signposted for students to engage with. We will also share these resources with parents and carers.
- We recognise that our students may have specific and complex trauma around some of these topics and will therefore work with parents and carers to manage any potential triggers, giving warning where a topic may be a potential trigger.

Curriculum mapping

RSE will be embedded throughout our curriculum with most students receiving the bulk within PSHE or Science (depending on their curriculum offer). This is a key part of our wider curriculum policy. Within each scheme of work the lead teacher will identify areas where there are opportunities to engage with RSE as well as other wider FBV topics. This will be audited at the start of the year to ensure that there are enough learning opportunities for each pathway each term.

Assemblies

In addition to the engagement with topics through their curriculum subjects, weekly assemblies will give us an opportunity to come together as a community and engage with current affairs, culture and wider ideas. These will have themes which link to the RSE map and will signpost students to the resource bank where necessary. Assemblies are split into key stages to allow us to discuss age-appropriate material where necessary. Whilst the cohort remains small, the assemblies will be combined.

Resource banks

A resource bank will be made available via Teams and Showbie. This will consist of signposted high quality resources (e.g. websites, videos, books and courses) that students and parents/carers can use if they want more information on a particular topic. These will be split into Key stage 3, 4 and parents/carers. They will be updated regularly and maintained by the Principal in collaboration with the staff team.

Trigger warnings

The RSE map will be made available all year round via our website, however, when a topic is approaching parents/carers will be contacted to give them to opportunity to inform us if there are any reasons that the student might struggle with the content based on their background. When a topic is started students will be given a trigger warning the lesson before the topic starts and at the start of any lesson where the topic is discussed. Students are not given the opportunity to opt out of these lessons but are encouraged to let the teacher know if they find that topic particularly challenging so that the teacher can make necessary adjustments.

5. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a more timely amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by Divisional Management. The people we support will be involved in the review to ensure it captures the important issues for them.

6. Areas of Responsibility

Salutem Senior Leadership Team and Board

- Ensure availability of resources to ensure the implementation of this policy, completion of training and systems to ratify, communicate and review this policy.
- Ensure there are clear disciplinary and other measures for staff who do not adhere to this policy.
- Ensure the policy is monitored and organisational learning is enabled by systems of data collection and *analysis as appropriate.*

Principal

- Ensure that all support staff including agency workers are trained, developed, and supported.
- Consult with specialists as needed to ensure staff and students are being supported in the most optimal way.
- Ensure that the RSE map is completed and that the version on the website is up to date
- Ensure that the resource banks are being regularly updated by staff

Individual Staff

- Ensure that they are able to lead healthy discussions on the RSE topics identified in their curriculum.
- Ensure that they deliver appropriate trigger warnings to students and parents/carers
- Ensure that they update the resource banks with high quality resources as they find them

7. Learning and Development

Salutem is committed to ensuring that all staff are aware of what is expected of them so that everyone is appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision and through the appraisal process.
In order to ensure that our staff are able to understand the contexts of our students, and have the best possible information available to them, all our staff undergo behaviour training with our Children's Services Quality Assurance team.

8. Associated Documents

- Curriculum Policy
- Local Safeguarding Policy
- Complains Policy
- Anti-bullying Policy and Procedure
- Whistle blowing Policy and Procedure
- Online Safety Guidance
- RSE Map on website

9. Useful Links

https://educationhub.blog.gov.uk/2023/10/24/rshe-relationships-health-sex-education-review-curriculum-to-protect-children/

https://commonslibrary.parliament.uk/research-briefings/sn06103/

10. References

- Online Safety Guidance
- RSE Map on website

11. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1.0	Sep 2023	New	New policy
V1.1	May 2025	Reviewed	