

New Way Tuition

New Way RSE Policy

In line with the Safeguarding Policy and Code of Conduct for Staff, Behaviour policy and Anti bullying policy.

Written by: Managing Director, Mandy Ward on 6th January 2025.

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Statement of intent

At New Way Tuition we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the PSHE/RSE curriculum. New Way Tuition aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a collaborative approach where parents and staff work in partnership.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focuses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RHE curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered. At New Way Tuition we have opted out of teaching Sex education to primary aged students.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Child-on-child Abuse Policy
- Data Protection and GDPR
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy

Statutory Requirements

For our primary aged learners, we must provide relationships education to all learners as per **section 34 of the Children and Social work act 2017**.

For our secondary aged learners, we must provide relationships & sex education (RSE) to all learners as per section **34 of the Children and Social work act 2017**.

We do not have to follow the National Curriculum, but we are expected to offer all learners a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996; Part 6, chapter 1 of the Equality Act 2010;
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Roles and responsibilities

The Director will be responsible for:

- The overall implementation of this policy.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.

- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Reviewing this policy on an annual basis.

The Teaching and Learning subject leader and Curriculum leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE lessons.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers and tutors are provided with adequate resources to support teaching of the subjects.
- Ensuring New Way Tuition meets its statutory requirements in relation to the relationships, and health curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.

The SENCO will be responsible for:

- Advising teaching and tutoring staff how best to identify and support pupils' individual needs.
- Advising staff on the use of resources in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Teachers and tutors will be responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

Parents will be responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.

- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children’s personal, social and emotional development, by working with New Way Tuition to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Organisation of the curriculum

The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the New Way Tuitions PSHE Scheme of work

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

New Way Tuition has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

For the Secondary Young People New Way Tuition is dedicated to ensuring our curriculum meets the needs of the whole-company community; therefore, the curriculum is informed by issues in New Way Tuition and wider community to ensure it is tailored to pupils’ needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

Guidance from the government is that Schools must consult with parents and carers when developing and reviewing policies for RSE and that it is good practice to consult with staff and pupils too, although we are not a School we will still follow this guidance when teaching young people at our provision.

New Way Tuition will have.

- Staff consultation – ensuring all Tutors and staff are given an opportunity to review this policy and make recommendations
- Parent and carers consultation – parents and any interested parties are invited to comment on this policy
- Pupil consultation – staff will discuss with pupils what they would value from an RSE curriculum
- Publication of this policy on our website to allow parents and carers the opportunity to view and raise any questions or concerns.

Curriculum

New Way Tuition ensures its pupils are offered a balanced curriculum delivered by tutors and teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalised.

Practices include:

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue;
- affirming multiple identities.

PSHE lessons are an effective way of providing pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. However, New Way Tuition ensures that embedded within the curriculum are opportunities for pupils to build resilience to extremism and enable them to develop a positive sense of identity through the development of critical thinking skills.

New Way Tuition uses RSE to help prepare pupils for life in modern Britain and as preventative education to support a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence / harassment.

New Way Tuition values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Pupils regularly participate in discussion, with speaking and listening being embedded in all subjects. Pupils, teachers and tutors speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Curriculum content includes:

- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremist narratives;
- promoting universal rights;
- promoting critical analysis;
- promoting pro-social values

New Way Tuition uses Schemes of Work that provide opportunities for pupils to engage in issues that raise awareness.

Delivery of RSE

RSE is taught as part of our core offer within the personal, social, health and economic (PSHE) curriculum. Biological aspects of RSHE are taught within the secondary science lessons.

Phase Approaches

Primary

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

For Year 6 learners

If appropriate, and agreed with parents/carers as well as the mainstream school for dual-registered learners, our primary sex education will focus on:

- preparing boys and girls for the changes that adolescence brings.

Secondary

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

- families.
- respectful relationships, including friendships.
- online and media.
- being safe.
- intimate and sexual relationships, including sexual health.

All learners

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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to

property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- considers how a diverse range of learners will relate to them.
- is sensitive to all learners
- during lessons, makes learners feel.
 - safe and supported
 - able to engage with the key messages

We will also:

- make sure that learners are taught about these topics in an environment that is appropriate for them, for example in:
 - a class setting;
 - smaller groups or targeted sessions;
 - 1-to-1 discussions;
 - digital formats;
 - give careful consideration to the level of different maturities of the pupils

Resources (including use of external organisations & materials)

We **will** consider whether any resources we plan to use:

- are aligned with the teaching requirements set out in the statutory RSE guidance;
- would support learners in applying their knowledge in different contexts and settings;
- are age-appropriate, given the age, developmental stage and background of our learners
- are evidence-based and contain robust facts and statistics;
- are from credible sources;
- are compatible with effective teaching approaches;
- are sensitive to learners' experiences and will not provoke distress.

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality. New Way Tuition remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

New Way Tuition will;

- Only work with external agencies where they have full confidence in the agency, its

- approach and the resources it uses
- Review any case study materials and look for feedback from other people the agency has worked with
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
 - Remind staff that they can say “no” or, in extreme cases, stop a session
 - Make sure that the teacher/tutor is in the room during any sessions with external speakers

New Way Tuition will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Parents’/Carers’ right to withdraw

Primary

- Parents/carers **do not** have the right to withdraw their children from relationships education. Parents/carers **do** have the right to withdraw their children from the non-statutory/non- science components of sex education within RSHE.
- Requests for withdrawal should be put in writing and addressed to the Director – Mandy Ward

Secondary

- Parents/carers **do** have the right to withdraw their children from the non-statutory/non- science components of *sex education* within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, New Way Tuition will arrange this.
- Requests for withdrawal should be put in writing and addressed to the Director.
- A copy of withdrawal requests will be placed in the learner’s educational record. The Director will discuss the request with parents and take appropriate action.
- Alternative work will be given to learners who are withdrawn from sex education.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education

New Way Tuition will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be taught that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy. The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.


Safeguarding & Confidentiality

We provide a safe and supportive community where learners feel comfortable seeking help and guidance on anything that may be concerning them about their life either at school or at home. Training around confidentiality is provided to all staff.

It may be that a discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the child protection and safeguarding procedures will be followed.

If a member of staff is approached by a learner under 16 who is having, or is contemplating having sexual intercourse, the member of staff should:

- ensure that the learner is accessing the contraceptive and sexual health advice available and understands the risks of being sexually active;
 - encourage the learner to talk to their parents/carers. Learners may feel that they are more comfortable bringing these issues to a member of staff they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health. New Way Tuition will encourage this openness as much as possible;
 - decide whether there is a child protection issue. This may be the case if the member of staff is concerned that there is coercion or abuse involved. If the member of staff is informed that a learner under 13 is having or contemplating having sexual intercourse, this **will** be dealt with under child protection procedures.

Learners with special educational needs and/or disabilities may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek the support of the Designated Safeguarding Lead (DSL) and SENDCo to decide what is in the best interest of the learner. 

Equality and accessibility

New Way Tuition understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

New Way Tuition is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. New Way Tuition will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers and tutors will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our provision to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, New Way Tuition implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, New Way Tuition encourages staff to approach their lead tutor or SLT to discuss this

Behaviour

New Way Tuition aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the provision. Any occurrence of these incidents will be reported to a member of staff. These incidents will be dealt with following the processes in our **Behaviour Policy and Anti-bullying Policy**.

Review

This policy is reviewed annually by the Directors, with any updates communicated to staff and stakeholders. The next scheduled review date is January **2026**.

Acknowledgement

By participating in New Way Tuition online tutoring sessions, all parties agree to comply with this policy and understand the importance of maintaining a safe, professional, and productive online learning environment.

For any questions or further information, please contact the **Designated Safeguarding Lead (DSL)**.

Signed:

Mandy Ward – Designated Safeguarding Lead

Appendix 1: By the end of primary school learners should know

TOPIC	LEARNERS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should

	<p>respect those differences and know that other children's families are also characterised by love and care</p> <ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships

	<ul style="list-style-type: none"> • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
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TOPIC	LEARNERS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

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|--|---|
| | <ul style="list-style-type: none">• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources |
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