



Unit 19, Avenue B, Nottingham,
NG1 1DU

FAST FORWARD Relationships and Sex Education and Health Education Policy

Overview

FAST FORWARD is an DJ & Music Studies provision who caters for up to 70 students aged 11-18 years who attend on a different ratio of days a week. We cover NCC and Nottinghamshire schools/partnerships. The students exhibit a variety of complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success.

Some of the students have stated diagnoses. Some of our learners have visited a variety of Alternative Provisions or Schools prior to attending FAST FORWARD. They can arrive at FAST FORWARD very disengaged with education and home life

Statement

This policy has been drawn up in accordance with the Department for Education's (DfE) statutory guidance on Relationships Education, Relationships and Sex Education and Health Education Regulations (2019), as issued by the Children and Social Work Act (2017). This guidance is supported by the Department for Education's DfE's Keeping Children Safe in Education (2022), Working Together to Safeguard Children (2018) and the Equality Act 2010. This policy has been produced in conjunction with FAST FORWARD's Child Protection and Safeguarding, Anti-bullying, E-Safety and Peer and Peer Abuse safeguarding links.

Aim

The aim of this policy is to set out how Relationships and Sex Education (RSE) is integrated into the provision, in line with statutory requirements. FAST FORWARD does not deliver this curriculum as a discrete topic, it will be covered within Music Technology and the DJ written aspect and through external visitors and visits.

Responsibility

The Proprietor, who is also the Director, has overall responsibility, with regard to this policy, to ensure that:

Within our curriculum and while students attend the provision, they are taught how to stay safe and protect themselves; this could be in line with online safety. This will occur verbally and within written work if topics are covered.

FAST FORWARD work alongside schools in supporting their curriculum and we will offer additional support where necessary on requests from the schools.



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The Designated Safeguarding Lead (DSL) is responsible for the day-to-day management of RSE that arises or discussed within students needs and risks at the provision. If we need to work alongside the schools to support the students.

Relationships and Sex Education and Health Education at FAST FORWARD.

FAST FORWARD promotes and encourages the development of characteristics that generally underpin good relationships, such as belief in achievable goals, perseverance, respect, honesty and integrity, courage, humility, kindness and generosity, trustworthiness, sense of justice and self-respect and self-worth.

Aims

Relationships and Sex Education and Health Education relates to the emotional, social, cultural and physical development of students and includes learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and identity.

The aim of RSE and HE within the teaching and learning within the music curriculum is to provide students with well-balanced, factual information to help them better understand themselves and others, stay safe and to develop the necessary skills to recognise and nurture healthy relationships of all kinds.

FAST FORWARD will discuss and offer support to students in the areas below however be referred to services within the Nottingham City Centre and encouraged to work with other multi-agencies supporting students. Working closely with schools and their referral requests.

Confidentiality

FAST FORWARD provides a safe environment in which students can discuss and explore ideas and values relating to RSE. Students must be aware, however, that certain information they disclose during these sessions which raises safeguarding concerns, such as possible abuse, cannot be held confidential and therefore may be shared with the Designated Safeguarding Lead, or other relevant staff, for their own or others' protection. FAST FORWARD is committed to safeguarding the welfare of all of its students. This will be in line with the KCSiE 2022 updates and new criteria in some areas.

Appropriate content and the law

FAST FORWARD will endeavour to ensure that material is balanced, sensitive and appropriate, including for the age group, for all students, with particular regard to the Equality Act 2010, and takes into account and teaches aspects of the law relevant to RSE. It is important to clarify that the law is in place to protect from abuse rather than criminalise.

Delivery:

Tutors discussing topics on RSE are expected to deliver content in a non-judgemental, factual way that allows scope for students to ask questions, whether openly or anonymously. Students should be made aware that there are not always answers to questions and that tutors may be unable to answer some questions; tutors should endeavour to follow up these questions so that students do not seek answers that may be inaccurate online or elsewhere. External Agencies will be sources to support the delivery of some aspects of RSE and HE.



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External agencies

External agencies invited by the Provision to contribute to the delivery of RSE programme will be vetted using the required safeguarding procedures set out in the FAST FORWARD Safer Recruitment of Staff Policy, and material will be discussed in advance with the DSL.

Training

FAST FORWARD is committed to facilitating and supporting ongoing education and training of staff in all areas relating to student welfare.

Monitoring and evaluation

The DSL and the Director are both responsible for overseeing the content for RSE if and when arises within the provision, student or the music curriculum offered, especially expressive music and lyrics work. The DSL works in consultation with key members of staff who contribute to and deliver the course to review the programme before the beginning of the academic year and monitor during the course.

Policy review

This policy is reviewed annually by the DSL in conjunction with QA Consultant and the Director; schools will have access to the reviewed policies on request.

RSE and HE Curriculum – what is the curriculum focus?

It should equip young people to:

- Be able to identify risks and know how to keep themselves safe.
- Be aware of the law on key areas relating to relationships, sex and abuse.
- Have clear guidelines on how to access help or advice both within the College and outside.

What will be potential topics covered within visits, talks and discussion to students by FAST FORWARD Tutors/Staff, this is not a discrete course delivered through FAST FORWARD, supporting schools and specific student referred to FAST FORWARD.

Families

- that there are different types of committed, stable relationships;
- 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;
- learn 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); and, know how to seek help or advice, including reporting concerns about others, if needed.

Healthy relationships, including friendships

- the characteristics of positive and healthy friendships (in all contexts, including online) including 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;



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- how stereotypes, in particular those based on sex, gender, race, religion, sexual orientation or disability, can cause damage;
- 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 has the right to be treated equally.

Online safety and media awareness

- their rights, responsibilities and opportunities online, with the understanding 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;
- not to provide material to others that they would not want shared further and not to 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 e.g. 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 jail;
- how information and data is generated, collected, shared and used online.

Intimate and sexual relationships, including sexual health

- 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, e.g. 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/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing;



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- 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.

Relationships, sex and the law

- It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues, so that students clearly understand what the law permits and does not permit as well as the wider legal implications of decisions students make. It also provides a foundation for deeper discussion about all types of relationships and includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology.
- There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Other relevant aspects of law covered may include, for example: the age of consent; what consent is and is not; definition of rape; sexual assault and harassment; pregnancy and choices permitted; abuse, including peer-on-peer, grooming, exploitation and domestic; neglect, emotional, physical and sexual abuse within the family; female genital mutilation; forced marriage and honour-based violence.

Written by: Adele Meek (QA Consultant)

Approved by Director Steve Lee
Updated by Director Scott Ballam

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Policy reviewed in line with Government Changes and FAST FORWARD will be updated via QA reviews, internal inspections and advisories.