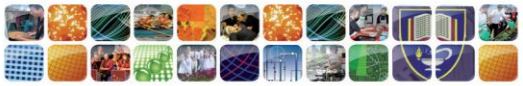
HELSTON COMMUNITY COLLEGE

ASPIRATION · AMBITION · ACHIEVEMENT



Relationships and Sex Education Policy (RSE)

SLT Responsible Person: Mrs M Mugford, Assistant Headteacher

Date of Policy: October 2022

Date to be reviewed: October 2023

Approved by: Senior Leadership Team – 20 October 2022

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To be read in conjunction with:

Safeguarding and Child Protection Policy
British Values Statement
Careers Education and Guidance Policy
Anti-Bullying and Anti-Discrimination Policy
Learning and Teaching Policy
Behaviour for Learning Policy
Child on Child Abuse Policy

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1. Aims

The aims of RSE are to:

- Provide a framework in which sensitive discussions can take place between students, facilitated by their teacher.
- Prepare students for puberty, and give them an understanding of human sexual development and the importance of health and hygiene.
- Help students develop self-respect, respect for others, confidence, self-esteem and empathy.
- Create and embed a positive culture around sexuality and relationships.
- Teach students appropriate vocabulary to describe themselves and their bodies.

RSE has three main elements, which are at the core of our balanced RSE programmes:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, stable and loving relationships for the nurture of children and the role of marriage.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect, empathy, and respect for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy and sexually transmitted disease.

2. Statutory requirements

In teaching RSE, we are required by our Funding Agreement to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. The delivery of RSE as outlined in this policy complies with our statutory obligations under sections 34 & 35 of the Children and Social Work Act 2017:

> 'Section 34 places a duty on the Secretary of State to make regulations that require all schools in England to provide relationships education to pupils receiving primary education, and relationships and sex education to pupils receiving secondary education. The duty applies in relation to academy schools and independent schools as well as maintained schools. The education must be appropriate having regard to age and religious background, and regulations must detail the circumstances in which a pupil can be excused from receiving that education.

Section 35 provides a power for the Secretary of State to make regulations that would require all schools in England to provide personal, social, health and economic education to pupils receiving primary or secondary education.'[1]

The RSE delivered across the College will have due regard for the Relationships Education, Relationships & Sex Education and Health Education Guidance[2] and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students.

3. Definition

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health[3].

We take the approach that Relationships and Sex Education are best approached in an integrated way and supports gender equity and human rights.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents/carers who have withdrawn their children from this content (as per Section 8 of this policy). Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.[4]

To cover the curriculum content outlined in the RSHE Guidance, we will equip our students to build positive and respectful relationships online and offline. We seek to ensure that it gives students the knowledge, skills, attitudes and values that will help them to:

- Manage their health (including sexual health), wellbeing and dignity.
- Build self-esteem and self-worth.
- Explore and value their personal and sexual identity and the personal/sexual identities of others.
- Understand family structures, committed relationships and the legal status of different types of long-term relationships.
- Understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions.
- Consider how their choices affect their own wellbeing and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

High quality, comprehensive RSE does not encourage early sexual experimentation but instead builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

[1] Children and Social Work Act 2017 (Get in on the Act)

[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

[3] The definition for Relationships Education and Sex Education are model definitions created by the Sex Education Forum.

[4] This text is taken from the Sex Education Forum.

4. Curriculum

The curriculum for the College is set out in Appendix A.

Subject leads have developed the curricula in consultation with parents/carers, students and staff, taking into account the age, needs and feelings of students. We will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance[5].

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Equality, inclusion and social justice

RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE programme are designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in College. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every student feel valued and included and is relevant to them. This means we are committed to an LBGTQIA+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE. An inclusive RSE at our College will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

5. Delivery of RSE

RSE will be delivered as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach. The subject leads will work closely with colleagues in related curriculum areas (science, computing, PE) to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning through using a whole College approach and utilising time outside of the classroom, such as in College assemblies, through art and drama, College celebrations or events. RSE will address aspects of relationships and sex in an integrated way within a single topic. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education these include (but are not exclusive to) Brook, Devon & Cornwall Police and We are With You.

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). College staff will not express or be expected to express their personal views or beliefs when teaching RSE.

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, LBGTQIA+ parents/carers, 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).

In the event of remote learning protocols being introduced, subject leads will review the planned curriculum and adjust content to ensure it is appropriate for remote delivery methods.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE Policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

[5] Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

6. Roles and responsibility

Governing Body

The Governing Board will approve the RSE Policy, and hold the Headteacher to account for its implementation.

Assistant Headteacher

An Assistant Headteacher is responsible for ensuring that RSE is taught consistently across the College, and for managing requests to withdraw students from non-statutory/non science components of RSE (see Section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who require further training or support to confidently teach RSE should discuss this with the subject leader for RSE/PSHE.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat the views of others with respect, empathy and sensitivity.

7. Right to withdraw

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE:

- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the College will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.[6]

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents/carers to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Requests for withdrawal should be put in writing using the Parent/Carer Form (Appendix B) of this policy and addressed to the Headteacher of the College.

The Headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum and the College will keep a record of this. Alternative work will be given to students who are withdrawn from sex education.

Except in exceptional circumstances, we will respect the parents/carers' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex

[6] The information above is based on the Relationships, RSE and Health Education guidance that became statutory from September 2020. For secondary schools, a parent can withdraw their child from some or all of sex education. For more information please see: gov.uk/ government/publications/sex-and-relationship education

education rather than be withdrawn, the College will arrange to provide the child with sex education during one of those terms.

8. Training

Staff are trained in the delivery of RSE as part of their professional development. Whole staff training, as appropriate, is included in our College training programme. Subject leads will support staff to identify specific training needs and provide advice and support.

The Subject Leader for PSHE may also invite visitors from outside the College, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring Arrangements

The delivery of RSE is monitored by the subject leaders for PSHE/RSE through regular monitoring of all aspects of provision in this area. This includes but is not limited to:

- College culture and behaviour around the College.
- Feedback from tutors and teachers.
- Feedback from PSAs and non-teaching staff.
- Parent/Carer surveys and feedback.
- College and subject development planning.
- Lesson visits to PSHE/RSE lessons.
- Learning walks.
- Student voice.
- Student work scrutiny.
- Pastoral leads feedback.
- Safeguarding leads feedback.

Students' responses to RSE are monitored by class teachers as part of our College assessment systems as well as through student voice surveys. Student voice is an essential and valued part of our routine provision review which helps further develop the RSE curriculum. Student voice surveys are conducted three times per year in RSE/PSHE; this allows students to express ideas and opinions about topics which they feel are important to their education and personal development.

This policy is reviewed annually by the subject lead for PSHE/RSE in consultation with staff and College leaders. Policy amendments are subject to approval by the Governing Body.

10. Safeguarding and Child Protection

The College acknowledges that RSE is crucial for creating a culture of safeguarding within the College and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.[7]

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse.

We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the College's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

[7] Statutory guidance
Keeping children safe in education
Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

APPENDIX A – HELSTON COMMUNITY COLLEGE RSE CURRICULUM

Year 7	Managing relationships and friendships
	Body image
	Puberty and body development
	Menstrual cycles
	Equality Act 2010
	Self-esteem and developing relationships
	Peer pressure and cyber bullying

Year 8	Romantic relationships
	Contraception and methods of contraception
	Consent and digital consent
	Gender identities and sexual orientations
	Body image
	Harassment and discrimination including sexism
	Sexting and the law

Year 9	Family units
	Marriage, cohabitation and civil partnerships
	Relationships abuse, coercion, power and control
	Consensual relationships, rape, sexual assault and victim blaming
	Sexual bullying and peer on peer abuse
	How to get help and support for survivors of harassment
	Pornography vs Reality, the impact of media on relationships
	Sexual health and relationships
	Sexual exploitation and HBV

Year 10	Contraception
	Impact of pornography on relationships
	Challenging misogyny
	Domestic abuse and violence
	Public street harassment and staying safe
	Hate crimes, discrimination and prejudice
	Consent and relationship abuse

Year 11	Marriage, civil partnerships and family units
	Pregnancy, abortion, adoption and fostering
	Miscarriage
	Domestic abuse and violence
	Public street harassment and staying safe
	Hate crimes, discrimination and prejudice
	Consent and relationship abuse
	Revenge pornography and up skirting
	Sexual pleasure and sexual organs

APPENDIX B – PARENT/CARER FORM WITHDRAWL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of Child:		Tutor Group:	
Name of Parent/Carer:		Date:	
Reason for withdrawing from sex education within relationships and sex education.			
Any other information you would like the College to consider.			
Parent/Carer signature			
TO BE COMPLETED BY THE COLLEGE			
Agreed actions from discussion with parent/carer			