



Relationship and Sex Education Policy

SLT Responsible Person: Ms P Martin

College Co-ordinator for RSE: Mrs P Laban

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Date to be Reviewed: October 2023

Approved by: Senior Leadership Team

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To be read in conjunction with:

PSHCEE Policy
Curriculum Policy
Peer on Peer Abuse Policy
Anti-Bullying Policy

Introduction and Legal Requirements

From summer term 2021, it is a legal requirement for all primary schools to teach relationships education and secondary schools to teach relationships and sex education.

RSE is a planned programme of learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, gender identity, human sexuality and sexual health that provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, for managing risk and for staying safe.
- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.

RSE education offers our students significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and to lead lives that are safe, confident, happy, healthy, responsible and independent. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

Equality of Opportunity

Educational settings have a clear duty to ensure that teaching is accessible to all children and young people and that all make progress in their learning. Inclusive RSE will foster good relations between all students, and tackle all types of prejudice, promote understanding and respect, thus enabling schools to meet the requirements of the Equality Act 2010.

All students are entitled to be taught an appropriate RSE and PSHE curriculum. Our schools will promote mutual respect and equality within the three core strands (Health and Wellbeing, Relationships and Living in the Wider World) of our PSHCEE provision.

Working With Parents and Carers

Our college shares responsibility with parents and carers in the young person's learning about well-being, health, relationships and sex. We are confident that good communication and sharing our philosophy, aims and purpose will enable parents/carers to support our RSE programme. Our College co-ordinator is responsible for informing parents and carers of the content of the RSE programme. This information can be found on the college website.

It should be noted that a parent/carer has the right to withdraw their child from sex education, except for the subject content that is covered in science lessons as part of the national curriculum. All parents and carers are informed of this right within enrollment forms. Parents with concerns or considering withdrawing their child from sex education lessons should in the first instance contact their child's Director of Key Stage, who will invite the parent/carer to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of these lessons. In most cases this resolves any concerns, but should parents still wish to withdraw their child from sex education then a request should be made in writing to the Headteacher. Students are able to make the decision to participate in sex education lessons without parental consent from three terms before their 16th birthday.

Under Cornwall Council's SLA agreement the College will work with Brook to deliver age appropriate sex education lessons to students in Year 9 and above. Parents/carers will be informed before these sessions take place.

Details of the curriculum for each year can be found on the College website.

Curriculum Design

In Key Stage 3, students will have one PSHE lesson per fortnight in addition to the tutorial and assembly programme. In Key Stage 4 PSHE will be delivered in dedicated tutor sessions once per week and through the assembly programme.

In addition to the outlined curriculum time above, there will also be additional sessions throughout the school year where students work with outside agencies and guest speakers to enhance the provision of the curriculum.

Our PSHE curriculum will evolve to meet the changing needs of our students and will reflect current issues facing young people within our college.

From September 2020 the guidance document '*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. Our PSHE curriculum follows the content set out in this document.

RSE Curriculum for students with identified needs

Where possible all students will remain with their normal class for the RSE lessons within the PSHCEE curriculum. Students who have been identified as likely to need significant support with RSE will either receive the support of a Teaching Assistant/Champion during their RSE lessons, or arrangements will be made for specific students to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within small group sessions.

The Role of Health Professionals in RSE

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSE through student voice and assessing outcomes of lessons. This will inform future planning to address student needs.

Confidentiality

Confidentiality is an important consideration and the boundaries of confidentiality will be made clear to students. Teachers cannot and should not promise total confidentiality. If a child discloses information which is sensitive, teachers need to be conscious of fulfilling their professional responsibilities in relation to child protection. Any concerns regarding the safety of a student will be passed to the Safeguarding team using the College's safeguarding procedures.

The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents. Students can access signposting to such services in College.