

## E.7 Relationships and Sex Education Policy (RSE)

This policy has been developed using DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' *September (2021)*

### Aims

The school intends that all students shall experience a high-quality programme of RSE at a level which is appropriate for their age, ability and development to ensure all students have equal access to the Curriculum. Offering relationships and sex education supports Padworth College in maintaining its statutory obligation under the Children's Act (2004) to promote, safeguard and protect pupils' wellbeing and, under the Education Act (1996), to prepare young people for adulthood as well as our aim to develop outstanding people. Contraceptive advice to older pupils will be taught, in the context of sexual intimacy and safer sex. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

### What is Sex and Relationship Education?

The term Relationship and Sex Education (RSE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'

DfE 'Sex and Relationship Guidance', 2000.

Further to this, students will look at the complex issues of relationships and peer pressure online, complimenting the ICT curriculum in using technology safely, responsibly and respectfully. Students will be encouraged to interact positively and to understand their legal responsibilities when using social media and online technology. Lessons will also cover how to keep personal information private, and help students navigate the virtual world, challenge harmful content and balance online and offline worlds.

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## Objectives

RSE should have three main elements as follows:

- 1. Knowledge and understanding**
  - Learning and understanding physical development at appropriate stages.
  - Understanding human sexuality, sexual health, emotions and relationships.
  - Learning about contraception and a range of local and national sexual health advice, contraception and support services.
  - Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
  - The avoidance of unplanned pregnancy.
  
- 2. Attitudes and values**
  - Learning the importance of values and individual conscience and moral considerations.
  - Learning the value of family life, marriage and stable and loving relationships for the nurture of children, including the characteristics of successful parenting.
  - Learning the value of respect, love and care.
  - Exploring, considering and understanding moral dilemmas.
  - Developing critical thinking as part of decision making.
  
- 3. Personal and social skills**
  - Learning to manage emotions and relationships confidently and sensitively.
  - Developing self-respect and empathy 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.

## A Whole College Approach

Padworth's approach to RSE consists of:

1. RSE modules within each Key Stage delivered within a planned PSHE Education programme.
2. PSHE is currently taught through one discrete lesson per year group, each week in addition to the Science Programme of Study, and is taught by tutors.
3. Provision of appropriate information through leaflets, books, posters, use of appropriate websites as highlighted in the RSE Scheme of Work and external agencies/ speakers.
4. There are coordinators responsible for the planning and assessment for PSHE, The Co-ordinators are Sharon Molton and Mike Rust
5. Staff have received specific PSHE training and accreditation in the effective delivery of PSHE, in addition to updated Safeguarding Training,
6. Relevant health care professionals will play a key role in supporting RSE lessons through supporting teachers in terms of advice and resources.
7. Tutorial programme in which values are explored in support of developing positive relationships and developing emotional awareness and management.
8. Students will be actively consulted about their RSE needs and their views will be central to developing the provision.

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9. Parents and carers will be consulted about the RSE needs of their child and their views will be central to developing the provision.

## Methodology and resources

A wide range of teaching methods are used, that enable students to actively participate in their own learning. This includes use of quizzes, case studies, role play, video/DVD, group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of lessons or whole lessons. Occasional use of theatre in education productions also forms part the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

## Assessment

A student's progress in RSE is assessed as part of the PSHE assessment. Student's knowledge and understanding is recorded termly in-line with other subjects and the school's assessment policy.

## Creating a safe and supportive atmosphere.

PSHE involves a range of activities that relate to family lifestyles, personal identity, behaviour and values as discussed. Due to the sensitive nature of such topics it is therefore essential to help students feel safe and comfortable with their environment and within the PSHE. lesson. To do this, all teaching staff involved in delivering PSHE. strive to ensure that the following procedures and actions are embedded within every lesson:

- Use age/ level appropriate resources;
- Use a range of different activities in consideration of different learning styles;
- Pay consideration to groupings;
- Give students the opportunity to speak, take part in discussions, time to think and an opportunity to choose not to speak if they do not wish to;
- Use a question box at appropriate times and within appropriate lessons.

These actions are highlighted and enforced with students through setting 'ground rules'. These are set of rules which are established with the group, (both staff and students) to help the students not only feel safe but also enable students get the most from their learning. Examples of the rules are as follows:

1. Be willing to work as a team;
2. Respect each other's views, opinions and beliefs;
3. Always listen to each other;
4. Don't be afraid to say, 'I don't know';
5. Use the correct terminology.
6. Confidentiality – be aware that some things might not be suitable to share. (In addition, students are made aware if they share something that may mean they are at risk or harm, the DSL or Deputy DSL must be informed by staff).
7. Put your hand up if you want to speak to make sure we don't speak over each other;
8. Have fun and learn from each other!

These rules are adapted to suit the needs and ability of each group. Teaching staff will endeavour to make sure that their own personal views are not imposed on students. They will also try to present the facts to students so that they are able to make informed choices.

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## Parents Rights

Although the law states there is no parental right to withdraw from relationships education at primary or secondary parents have the right to excuse their child from sex education at both primary and secondary level, but a student can opt in from the age of 15 years. Staff are open to discuss any concerns parents and carers may have in relation to RSE and the needs of their child. Before granting a request to excused from sex education, the Principal would discuss the request with parent and, as appropriate, their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school would document any such request and keep it on record. Any parent of a College pupil wishing to request withdrawal of their child from sex education that forms part of PSHE lessons should contact the Principal. A pupil who has been excused would remain so until the request is withdrawn or to the extent or until the Principal considers the pupil should not be excused. Padworth College aims to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. The law requires that RSE is taught in all secondary schools in England. In addition, National Curriculum Science\* (\*which is taught in maintained schools) includes some elements of sex education.

## Equality

At Padworth, RSE is taught in a way that does not subject pupils to discrimination and is mindful of individuals' religious, spiritual and moral beliefs. The College has a duty under the Equality Act, (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding, respect and diversity, (in-line with Padworth's Anti-Bullying and Child Protection and Safeguarding policies). Staff will support students in developing qualities and skills such as resilience, confidence, self-respect and self-control.

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Appendix A

## Padworth College PSHE programme of study

This document was created using guidelines from the PSHE association suggested topics and content.

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 10	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul>	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul>	Developing agency and decisionmaking, strategies to manage influence and access support: <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li>Online relationships</li> </ul>	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> <li>Skills for employment</li> <li>Applying for employment</li> <li>Online presence and reputation</li> </ul>	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>Nature of committed relationships</li> <li>Forced marriage</li> <li>Diversity and discrimination</li> <li>Extremism</li> </ul>	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> <li>Preparation for, and reflection on, work experience</li> </ul>
Year 11	Developing resilience and risk management skills: <ul style="list-style-type: none"> <li>Money management</li> <li>Fraud and cybercrime</li> <li>Preparing for adult life</li> </ul>	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>Relationship values</li> <li>Maintaining sexual health</li> <li>Sexual health services</li> <li>Managing relationship challenges and endings</li> </ul>	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> <li>Making safe and healthy lifestyle choices</li> <li>Health promotion and self-examination</li> <li>Blood, organ, stem cell donation</li> </ul>	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> <li>Families and parenting</li> <li>Fertility, adoption, abortion</li> <li>Pregnancy and miscarriage</li> <li>Managing grief and loss</li> </ul>	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> <li>Recognising and celebrating successes</li> <li>Transition and new opportunities</li> <li>Aligning actions with goals</li> </ul>	

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	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Living in the wider world	<b>Summer 1</b> Relationships	<b>Summer 2</b> Health & wellbeing
<b>Year 12</b>	<b>Mental health and emotional wellbeing</b> <ul style="list-style-type: none"> <li>Mental health and emotional wellbeing</li> <li>Managing stress</li> <li>Body image</li> <li>Healthy coping strategies</li> </ul>	<b>Readiness for work</b> <ul style="list-style-type: none"> <li>Career opportunities</li> <li>Preparing for the world of work</li> </ul>	<b>Diversity and inclusion</b> <ul style="list-style-type: none"> <li>Living in a diverse society</li> <li>Challenging prejudice and discrimination</li> </ul>	<b>Planning for the future</b> <ul style="list-style-type: none"> <li>Exploring future opportunities</li> <li>Post-18 options</li> <li>The impact of financial decisions</li> </ul>	<b>Respectful relationships</b> <ul style="list-style-type: none"> <li>Consent</li> <li>Assertive communication</li> <li>Positive relationships and recognising abuse</li> <li>Strategies for managing dangerous situations or relationships</li> </ul>	<b>Health choices and safety</b> <ul style="list-style-type: none"> <li>Independence and keeping safe</li> <li>Travel</li> <li>First aid</li> <li>The impact of substance use</li> </ul>
<b>Year 13</b>	<b>Independence</b> <ul style="list-style-type: none"> <li>Responsible health choices</li> <li>Managing change</li> <li>Health and wellbeing, including sexual health, into adulthood</li> </ul>	<b>Next steps</b> <ul style="list-style-type: none"> <li>Application processes</li> <li>Future opportunities and career development</li> <li>Maintaining a positive professional identity</li> </ul>	<b>Intimate relationships</b> <ul style="list-style-type: none"> <li>Personal values, including in relation to contraception and sexual health</li> <li>Fertility</li> <li>Pregnancy</li> </ul>	<b>Financial choices</b> <ul style="list-style-type: none"> <li>Managing money</li> <li>Financial contracts</li> <li>Budgeting</li> <li>Saving</li> <li>Debt</li> <li>Influences on financial choices</li> </ul>	<b>Building and maintaining relationships</b> <ul style="list-style-type: none"> <li>New friendships and relationships, including in the workplace</li> <li>Personal safety</li> <li>Intimacy</li> <li>Conflict resolution</li> <li>Relationship changes</li> </ul>	

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