PSHE and RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't need to seek answers online.

2. Intent

We believe that developing students to become equipped members of society, both on a local and global level, requires explicit teaching of a thorough Personal, Social, Health and Economic (PSHE) curriculum. The PSHE curriculum is a planned, developmental programme of learning through which young people acquire knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society. (PSHE Association 2017). An integral aspect of the PSHE content is relationships and sex education (RSE). The College will:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Provide our students with information that helps them uphold the College ethos of equal value for all.

In delivering PSHE and RSE the College will explore:

- Identity
- Relationships
- Health in physical, emotional and social terms
- Risk
- Diversity and equality
- Rights and responsibilities
- Change
- Power
- Careers

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.

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. At the College we teach RSE as set out in this policy.

The Assistant Principals who lead on the Key Stage 3 and Key Stage 4 PSHE curriculum provide a comprehensive overview of all the topics to be covered by each year group and plan the sequence of these topics across time to provide age-appropriate and developing exploration essential for their well-being.

3. Implementation

The PSHE curriculum is based on three core themes within which there is broad overlap and flexibility:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

N.B: Tutorial sessions alongside RS curriculum in KS3 contribute to 5% requirement of RS education (SACRE Agreed Syllabus).

Detailed schemes of work with suitable resources are provided for form tutors to deliver during three 30 minutes tutorials each week. (See Appendix 1 for an overview of the topics covered). PSHE is also taught through a weekly assembly for each year group. Once a year, each year group will also have an additional tutorial for a term that fits into the Electives cycle. This allows more time to teach aspects of the PSHE curriculum that require a deeper consideration; are critical to the students' development at that particular stage, or those topics that are delivered in part by external speakers with specific expertise.

3.1 Assemblies

Each year group has a 15-minute assembly every week. These are led by senior leaders, teachers, outside speakers or agencies and also by the students themselves. They contribute greatly to the PSHE offer and will change depending on what is topical, a need identified or a topic explored by someone with a specific interest or knowledge. Students will also be involved in giving assemblies and these might be pertinent to the PSHE topic they are currently exploring in tutorial or on something that they have identified as important to share with their peer group. Below are some of the types of assemblies we give:

- Remembrance Sunday
- Gideon's talk
- Parliament outreach speaker
- Celebration assemblies

- The Holocaust
- Organ donation
- Knife crime: police
- Fair Trade fortnight
- Healthy relationships
- Making positive choices
- Making financial choices
- How can young people do their bit for the environment
- PREVENT – radical views

3.2 Values and ethos

We are aware that the pressures of the modern world can be overwhelming for young people. Not only do we aim to counter those challenges through all the aspects of curriculum already mentioned, but central to our ethos is the principle that participation in the full life of the College develops personal responsibility. Contributing as part of a bigger team will not only build self-esteem but will create greater personal stability, so that when faced with challenges, students will have greater resilience. Some ways in which students will learn to be members of the College could be through being:

- a member of one of the three College Houses;
- a mentor for other students;
- part of a sports team or College performance;
- asked their views in College surveys;
- part of a student panel in staff interviews;
- a member of the Student Council;
- part of a charity event;
- a prefect, head student or house captain.
- a volunteer through the Duke of Edinburgh's Award
- involved in the National Citizenship Service summer scheme

These contributions and many others will develop a commitment to the wider life of the College which develops responsibility and pride, and will prepare them for their next steps.

3.3 RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

3.4 SEN

Students in the DSP (who have EHCPs) will access RSE in tutorials as they join mainstream groups but also bespoke RSE education is provided within science where they learn about both the biological aspects and also the emotional and social aspects. This is taught together by the SEN science teacher. Parents of these students sign a consent form to allow this. If further consolidation of these issues is needed this is given extra time through one-to-one sessions led by either the keyworker or an SEN teacher. Through key workers and RSE in science the students are also made aware of how they access the school nurse.

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.

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).

3.5 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 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 have concerns about teaching RSE are encouraged to discuss this with the senior leader responsible for its delivery. CPD will be available to all teachers who deliver aspects of the RSE curriculum so that they feel confident and prepared for the appropriate teaching of particularly sensitive issues.

All form tutors will teach RSE at Catmose College. In addition, senior leaders might also contribute to the teaching through assemblies.

3.6 Students

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

4. Impact

Successful implementation of our PSH and RSE curriculum will result in:

- Students who value our ethos and contribute positively to our community.
- Students who know where to get help when they have difficulties or concerns.
- Students feeling safe at College.

We will measure this impact with a quality assurance process that interrogates the coherence of delivery across each year group. The Assistant Principals responsible for leading the PSHE and RSE curriculum will review the topics annually to ensure resources and issues are up-to-date. They will also offer guidance to tutors delivering the programme so that any gaps in knowledge are addressed. CPD will also be offered to ensure that all those who deliver the sessions feel comfortable and confident especially with the most sensitive issues.

In addition, we will use a range of measures to determine the success of our curriculum which are monitored and shared with governors, these include:

- Student attendance. If our curriculum is engaging, broad and balanced students will want to attend College.
- Student behaviour. If the curriculum is right for our students, lessons and other activities will be engaging and rates of reporting of poor behaviour and exclusions will be low.
- The quality of tutorial lessons observed. If our curriculum is well designed and planned, lessons will be of a high quality and this will be shown through the grades the senior leadership team award for teaching.
- Student engagement in the enhanced curriculum. We will monitor student take up of trips and visits, the performing arts, competitions and clubs, ensuring that all students are involved in a broad mix of activity.
- A strong positive response from our stakeholder surveys. We annually survey staff, students and parents, asking a range of questions about our curriculum.

5. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – Assistant Principals with responsibility for the tutorial programme pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all College staff were given the opportunity to look at the policy and make recommendations.
3. A draft copy of the policy and an overview of the topics that are covered was made available to parents so that feedback could be considered and we welcome any further feedback from parents.
4. Through the student council and using a focus group comprising of all year groups and a mix of genders we investigated what exactly students want from their RSE education.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

6. Roles and Responsibilities

6.1 The Local Governing Body

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

6.3 Assistant Principals

There are two Assistant Principals whose whole College responsibility is to oversee the PSHE and RSE curriculum. They will review the intent and resources and lead the tutorial teams in their effective implementation. They will contribute to the quality assurance of tutorial lessons and in the CPD given to staff who deliver it.

6.4 Training

Staff are provided with the resources needed to deliver of RSE by the allocated tutor lead for each year group. There are 2 Assistant Principals who oversee the planning and implementation of RSE through the PSHE Curriculum. They will provide support and any CPD that is needed in order that all tutors are confident and capable to teach it.

6.5 Monitoring arrangements

The delivery of RSE is monitored by two Assistant Principals and a Link Vice Principal through:

- An annual review of the RSE curriculum to ensure it meets statutory guidance and remains relevant to students as both society and other influences develop.
- CPD for those who deliver the RSE content thought the tutorial programme.
- Termly learning walks to ensure the quality of delivery is routinely scrutinised.
- Focus groups with students to check that they feel that the delivery of RSE is appropriate.

Students' development in RSE is monitored by form tutors and any class teachers who will discuss associated topics through the delivery of their specific subject. In addition, members of the Client Services team who deal with associated issues linked to the welfare and well-being of any students will also as part of our internal assessment systems.

This policy will be reviewed by the link Vice Principal annually. At every review, the policy will be approved by the Local Governing Body.

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before their child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the student's file. The Principal or designated senior leader will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

Appendix 1
PSHE Tutorial Overview – updated January 2022

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
In the first week of term, the tutor and students will discuss the ongoing impact of the pandemic. They will signpost extra support from the pastoral team where they identify need.	**Health and Fitness**	**Discrimination**	**Relationships and Sexual Health**	**Work and the Future**	**Mental Health**	**Finance**
	• Health • Fitness • Physical activity • Puberty • Personal hygiene • Immunisations and vaccinations • Sleep • Drugs and substance misuse **Tutorial content supplemented by Compulsory Elective sessions:** Students focus on the transition from primary to secondary. They	• BLM resources – what does it mean and why is it important? • What is discrimination? • What is prejudice? • Tolerance towards others • People's feelings	• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage and civil partnerships are, including their legal status (e.g.	• The pathway from education to the world of work. • The importance of working hard for a successful future. • Ambitions and enterprise. • Entrepreneurs – Dragon's Den- design new product, how would you market and sell it?	• Identify the most common causes of worry for people starting at a new school – the topic of bullying is also covered. • Know, how and when to ask for help. What sources of support are available at school and how to access them. • Identify personal support networks. • How to support my friends. • Understand what emotional wellbeing is and why it is important. • Identify ways to promote my own emotional wellbeing explain who, how and why to ask for support when it's needed. • Know how to be a supportive friend and how	• Identify what fraud is and describe different types of fraud. • Describe common 'scams' and how to recognise them. • Identify the vulnerability factors that increase the risk of becoming a victim of fraud and describe ways that someone can reduce these risks. • Explain the consequences of fraud for the victim and the perpetrator. • Saving money. • Banking • Gambling and its consequences.

	cover issues such as finding their way around College, who to go to if a problem arises, working together, friendships – being kind, helpful, adopting learning strategies and promoting independence. They also discuss worries and anxieties and how to deal with them e.g. bullying – where to go for help.		that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony). • 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. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of		to promote my friends' wellbeing	

			successful parenting. • Cyberbullying • Sexting • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • Pornography			
Year 7 RS (110 mins per week)	• What is religion and what makes	• The life of Jesus • Images of Jesus	• History of Judaism and main beliefs	• Why do Jews keep Kosher? • Jewish festivals	• Introduction to Sikhism • The 5 Ks • Sikhism and God	• Religious issues and themes in the modern world

	someone religious? • Sacred stories – exploring faith, obedience and key Christian beliefs.	• Christmas unpacked • Baptism and temptation • Teaching and parables • How do Christians see God?	• The importance of the Torah • The main features of the Synagogue • How and why is Shabbat celebrated? • Should society have a day of rest?	• Jerusalem – understanding its significance	• Gudwara • Sikhism and charity	

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
In the first week of term, the tutor and students will discuss the ongoing impact of the pandemic. They will signpost extra support from the pastoral team where they identify need.	**Sense of self** • Body Image and self-esteem. • The impact of social media. • Celebrating difference. • Building body confidence and self-esteem. • Ability to analyse one of many sources of potential body confidence pressure. • Increased understanding of similarities, differences, and strengths • Increased confidence, resilience and self-esteem.	**Challenging discrimination** • BLM resources – what does it mean and why is it important? • What is discrimination? • What is prejudice? • Tolerance towards others. • People's feelings • Link to bullying **Tutorial content supplemented by Compulsory Elective sessions:** Students will learn about exploitation, county lines, gang culture all under the heading of 'Keeping Safe'. Students will also spend time looking at the impact humans are	**Making Choices** • Peer Pressure • Self-esteem • 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	**Life Skills** • Identify a number of key personal skills. • Understand how they already demonstrate these skills in their everyday lives. • Evaluate how they can build on these skills and adapt them to a workplace setting. • Economic wellbeing and financial capability.	**Emotional health** • Understanding and managing depression and anxiety. • Feel more comfortable talking about depression and anxiety. • Know the signs to look out for in a friend. • Know where and how to get support for myself or a friend.	**Money Debit v Credit** • Making financial decisions. • Fixed, variable and discretionary household costs • Bank statements • Making financial decisions • Unexpected events • Choosing and then paying for different levels of 'lifestyle'. • Different kinds of borrowing (credit) • Savings (optional) • Personal responsibility and financial ethics. • Influences on spending and borrowing.

		having on the environment e.g. plastic waste, deforestation, gases affecting the ozone layer.	which carries severe penalties including jail. • How information and data is generated, collected, shared and used online. • Sexual health, Sexually Transmitted Infections (STI) and Sexually Transmitted Diseases (STD). • Barrier Contraceptives • Teenage Pregnancy • Advice and Support • Local Health Services • Confidentiality			
Year 8 RS (110 mins per week)	• What is meant by prejudice and discrimination? • Exploring examples of discrimination	• Introduction to Islam • Prophet Muhammed and his importance to Islam	• What is suffering? • Christian beliefs about suffering • Buddhism and suffering • Is God there when we suffer?	• Why is there violence? • Is it right to go to war? • What do religions teach about war? • Conscientious objection	• How can religions build bridges? • How can religions build peace? • Torture – Abu debate • Religion, reason and science.	• Thinking critically • An introduction to ethics • Rule-based ethics

	• Beliefs about equality • The work of Martin Luther King • Human Rights	• Exploring the Qur'an • Salah • Zakat • Sawm • Hajj • Islam in the modern world	• What can we do to help people?			

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
In the first week of term, the tutor and students will discuss the return to College following lockdown and the impact this has had and will continue to have. They will signpost extra support from the pastoral team where they identify need.	**You and your wellbeing**	**Discrimination and prejudice : Language choices**	**Child exploitation and sexual health**	**The world of work Revision skills**	**Emotional health**	**Financial dilemmas**
	• You and your achievements – know how to review progress and be able to set goals for the future. • Self-esteem and confidence – know the effects of low self-esteem, understand how to overcome and know what the school provides to support. • Social, mental, physical and	• Understanding and preventing extremism. • How can language divide us? – recognise how language is used in the media and affects our emotions and viewpoints. • Last 2 – 3 weeks of the term devoted to revision planning and preparation for Key Assessments.	• Preventing child exploitation • Identifying child exploitation • Features of healthy relationships • Making positive choices in your relationship • The importance of open communication • Exploring common anxieties that pupils face when starting KS4 and ways of overcoming these anxieties. • Positive and negatives of the transition to KS4.	• The world of work • What is the labour market? • Your choices at 16 and options for GCSEs • Apprenticeships • Online research of career paths and expectations. • Presentation and team work skills. **Tutorial content supplemented by Compulsory Elective sessions:** • 'Working for Marcus – Loudmouth performance' (to be reviewed in light of Covid 2020) • Healthy relationships online. • Human Trafficking	• Mental health and the transition into GSCE studies • Promoting emotional well being • Responding to worries • Responsibility for choices • Seeking help when it is needed • Resilience • What is the labour market? • Your choices at 16 and options for GCSEs	• Banking options and different types of bank account. • Bills and expenditure review. • Different types of borrowing. • Payday loans • Budgeting • Debt • Seeking ways out of debt. • Evaluation of different approaches to debt.

	emotional health. • Monitoring health – understand ways to monitor your own health. • Checking yourself for illnesses. • Being a good user of the NHS.			• County lines and criminal offences • Exploitation of Power • Christian responses to gender identity		
Year 9 RS (110 mins per week)	• Origin of things – science and religion. • Christian denominations • Nature of God • The Trinity and Apostle Creed • The Ten Commandments • The Lord's Prayer	• Are humans special? • Religious beliefs about animals and stewardship • Animal testing • Vegetarianism	• Moral decision making • Christian beliefs towards euthanasia • Christian beliefs towards abortion • Christian beliefs towards fertility treatment • Christian beliefs towards capital punishment	• The origins of Judaism • Judaism – denominations and Law • Judaism – the nature of God • Holocaust and Theodicy • Exploring the Pianist	• Origins of Buddhism Eightfold Path • Life, death and rebirth • The three refuges • Types of Buddhism	• Christian views of wealth • Causes of hunger, poverty and disease • Christian teaching about caring for others • Liberation Theology • Oscar Romero in depth • Mother Teresa

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
(The green highlighted content indicates where we cover the SACRE statutory content that equates to 5% of curriculum time).						
In the first week of term, the tutor and students will discuss the return to College following lockdown and the impact this has had and will continue to have. They will signpost extra support from the pastoral team where they identify need.	**Mental health and safety**	**Human rights**	**Sexual health and relationships**	**Work and the future**	**Resilience**	**Finance and study skills**
	• Causes and symptoms of depression and stress. • Advice for students suffering from depression and stress • Impact of depression and stress on relationships and families. • Bipolar disorder • Schizophrenia • Autism • Causes and signs of self-harm • Stigma and discrimination surrounding self-harm	• What are rights and responsibilities? • What basic human rights do people have? • What charters are in place to protect rights? • How and why do people's rights sometimes come into conflict? • What happens when people's basic human rights are infringed? • Developing empathy and understanding – actions and consequences. • Identity and diversity	• Personal relationships • Romantic relationships • Healthy relationships • Cross-cultural relationships • Same sex relationships • Abuse within relationships • Changing family relationships • Marriage and civil partnerships • What are the differences between traditional modern marriages? • What is cohabitation?	• Preparation for work experiences (to be reviewed due to Covid). • Soft and hard skills • CV writing • Work life balance	• Emotional wellbeing • Catching Kayla project – looking at resilience in sport and careers • Re-framing failure • Resilience in school – study skills and preparation for mocks • Resilience in school – preparing to succeed	• Being financially aware • Interest rates and borrowing • Credit and debit cards • Debt and payday loans • Financial 'cliff' dilemmas and discussions • Fair pay **Tutorial content supplemented by Compulsory Elective sessions:** • Parental responsibility and successful parental characteristics

	• Advice for students regarding self-harm • Signposting to agencies to help • The importance of sleep	(including diversity within the UK) • Prejudice and stereotypes • Equality Act 2010 • How do Human Rights work? Human Rights – attitudes and actions	• Arranged marriage and forced marriage. • Investigating divorce. • Contraception and STIs • Unplanned pregnancy • Sexual abuse and offences •			• Different types of stable and committed relationships. • Preparing for Work Experience • Heath Fair

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
(The green highlighted content indicates where we cover the SACRE statutory content that equates to 5% of curriculum time).						
(Adjusted content due to Covid-19 interruption to tutorial in 2019/2020)	**Health and wellbeing**	**Human rights**	**CSE and domestic violence + T4**	**21st century skills**	**Finance and earning/Revision skills and appropriate preparation for external exams**	**Intervention**
In the first week of term, the tutor and students will discuss the return to College following lockdown and the impact this has had and will continue to have. They will signpost extra support from the pastoral team where they identify need.	• Personal relationships • Romantic relationships • Healthy relationships • Cross-cultural relationships • Same sex relationships • Abuse within relationships • Changing family relationships • Marriage and civil partnerships	• What are human rights? • Black Lives Matter movement • Freedom of expression • Refugees and asylum • Making a difference • Exploring Prevent – extremism and radicalisation • Terrorism • Knife crime • Prejudice	• Brecks last game – child grooming and internet safety • Child Sexual Exploitation • Domestic abuse • Pornography and healthy sexual relationships • Relationship abuse • Consent • Sharing sexual images • Courts and sentencing • Juvenile and adult criminal systems	• What are 21st Century Skills? • Communication • Problem solving • Interview skills • Being proactive • What constitutes sexual harassment and why it is always unacceptable? • Letters of application • CVs • Using online employment agencies	• Payslips and tax • Pensions and savings • Finance – borrowing and debt • Gambling • Making revision active • Revision timetable	

	What are the differences between traditional modern marriages? • What is cohabitation? • Arranged marriage and forced marriage. • Investigating divorce. • Contraception and STIs • Unplanned pregnancy • Sexual abuse and offences	• Exploring stereotypes and discrimination				

Appendix 2:
Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the College to consider			
Parent signature			

TO BE COMPLETED BY THE COLLEGE	
Agreed actions from discussion with parents	