



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.

We continue to tailor our programme and develop the curriculum to reflect the needs of our current cohort and in response to student voice and contextual safeguarding.

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
- Respectful Relationships, including friendships
- Intimate sexual relationships, including sexual health
- Families
- Online and media
- Being safe
- Health in physical, emotional and social terms
- Risk
- Diversity and equality
- Rights and responsibilities
- Change
- Power
- Careers

In accordance with the new government guidelines surrounding the statutory teaching of relationships which came into effect in September 2020, as part of our PSHE programme we explore the issues of radicalisation and extremism as part of the work we do on healthy and non-healthy relationships.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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.

We also have regard to legal duties set out in:

- Sections [406](#) and [407](#) of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty ([as set out in section 149 of the Equality Act 2010](#)). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The Assistant Principal who leads on the Key Stage 3 and Key Stage 4 PSHE curriculum will provide a comprehensive overview of all the topics to be covered by each year group. They will plan the sequence of these topics across a timeline to provide age-appropriate and developmental exploration essential for their wellbeing.

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 the 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 four 30-minute 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.

3.1 Assemblies

Each year group has a 20-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
- Gideon's talk
- Parliament outreach speaker
- Celebration assemblies
- The Holocaust
- Organ donation
- Knife crime: police
- Fair Trade
- British Values
- Democracy
- Neurodiversity
- Healthy relationships
- Making positive choices
- Making financial choices
- How can young people do their bit for the environment?
- PREVENT – radical views
- Response to contextual safeguarding

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 the 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 Inclusivity and SEN

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed

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. If further consolidation of these issues are needed, extra time through one-to-one sessions led by either the keyworker or an SEN teacher is given. Through key workers and RSE in science the students are also made aware of how to access a qualified medical practitioner.

3.5 Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion/ belief or political/ other personal beliefs. Please see our Equality, Diversity and Inclusion policy for more information.

3.6 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.

3.7 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 Principal 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 – the Assistant Principal with responsibility for the tutorial programme has compiled 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 Principal

An Assistant Principal has a whole school responsibility 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. The Assistant Principal oversees 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. Opportunity is provided within pastoral meetings to discuss content and support any required CPD with the tutor lead.

6.5 Monitoring arrangements

The delivery of RSE is monitored by an Assistant Principal 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 through 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

Year 7 – Term 1	Year 7 – Term 2	Year 7 – Term 3	Year 7 – Term 4	Year 7 – Term 5	Year 7 – Term 6
Personal Health	Discrimination and the Law	Sexual Health	Finance	Mental Health	The World Around Us
<ul style="list-style-type: none"> • Routine for Learning. • Staying safe at Catmose. • Healthy Eating. • You and your weight. • Exercise. • Sleep and Mental Health. • Personal Hygiene. • Puberty. • Periods – the facts. • Sanitary Products. 	<ul style="list-style-type: none"> • What are drugs? • What effects do drugs have? • Smoking facts. • Smoking vs vaping. • Immunisations and vaccines. • Your identity. • Your personality. • Who am I? • Gender. • Discrimination. • Racism. • Black Lives Matter. • Being a good neighbour. • British values. 	<ul style="list-style-type: none"> • Attraction. • Sex: Facts and Myths. • Sex and the Law. • Sex: Rights and Responsibilities. • Attitudes to sex. • Safer Sex: contraception and protection. • Exploring your sexuality. • First Aid Week. 	<ul style="list-style-type: none"> • Pocket Money. • Budgeting. • Saving Up – Go Henry. • Cost of Living Increase. • Social Impact. • Borrowing Money. 	<ul style="list-style-type: none"> • Getting ready for key assessments. • Right and wrong. • Who do you admire? • Regrets and saying sorry. • Friendship and rivalries. • Worries and anxieties. • Self-management and what influence our decisions. • Managing your emotions. • You and your family. • Managing grief. • Dealing with a divorce. 	<ul style="list-style-type: none"> • What is bullying? • Dealing with bullies. • Personal safety online. • Protecting your identity. • Cyberbullying. • Speaking your mind. • Listening and giving feedback. • Living Planet report intro. • What is Climate Change? • Chance to change the future. • The future we want.

Year 8 – Term 1	Year 8 – Term 2	Year 8 – Term 3	Year 8 – Term 4	Year 8 – Term 5	Year 8 – Term 6
Personal Health	Discrimination and the Law	Sexual Health	Finance	Mental Health	The World Around Us
<ul style="list-style-type: none"> • Routine for Learning. • Staying safe at Catmose. • Alcohol: the facts. • Alcohol: the risks. • Alcoholism and addiction. • Blood, organ and stem cell donation. • Health checks. • Allergies. • Looking after your skin. • Looking after your teeth, ears and eyes. • Looking after your feet and back. • Tattoos and piercings. 	<ul style="list-style-type: none"> • Becoming an adult. • Being responsible. • Problems with parents. • Laws and rights of children. • What is stereotyping? • What is prejudice? • You and the police. • Police and military roles. • Democracy and voting. • Human rights intro. • Pressure groups. • Charities. 	<ul style="list-style-type: none"> • Close Relationships. • What makes a healthy relationship? • Unhealthy relationships. • Dealing with rejection. • Consent. • Am I ready to have sex? And having sex: teen experiences. • STIs and symptoms. Sexual health clinics. • Child abuse and grooming. • Sexting and pornography. • First Aid Week 	<ul style="list-style-type: none"> • You and the bank. • Earning money, chores, babysitting etc. • Saving. • Borrowing. • Spending wisely. • Cost of living increase. 	<ul style="list-style-type: none"> • Recreational drugs. • Psychoactive substances. • How can I tell if a drug is safe? • Am I addicted to my phone? • Dealing with anger. • Dealing with jealousy. • Dealing with fear. • Signs of stress. • What stresses you? • Coping with stress. • Meditation. 	<ul style="list-style-type: none"> • What are my aspirations? • How do I work best with others? • Interpersonal skills. • Goal setting. • How do I plan for my future? • Disability and learning differences. • Dealing with ageism.

Year 9 – Term 1	Year 9 – Term 2	Year 9 – Term 3	Year 9 – Term 4	Year 9 – Term 5	Year 9 – Term 6
Personal Health	Discrimination and the Law	Sexual Health	Finance & Enterprise	Mental Health	Our World
<ul style="list-style-type: none"> • Routine for learning. • Staying safe at Catmose. • Peer pressure at parties. • Your online reputation. • Online literacy and responsibility. • Heroin and cocaine. • The impact of drugs. • Social media and body image. • Eating disorders. 	<ul style="list-style-type: none"> • Youth crime. • Gangs and knife crime. • Fake news. • Radicalisation. • Racism in education. • Racism in work. • Racism in society. • Revising for key assessments. • Women’s rights. • Violence against women. • Forced marriage. • Honour-based violence and FGM. • LGBT+ rights • LGBT+ around the world. • British values. 	<ul style="list-style-type: none"> • Your developing sexuality. • Attitudes towards sexuality. • Understanding gender identity. • Different types of partnerships. • What makes a relationship work? • Pregnancy. • What to do if you are pregnant. • Teenage parents. • Good parenting. • First Aid Week. 	<ul style="list-style-type: none"> • Bills and budgeting. • Financial choices. • Problem gambling. • How to manage gambling. • Opening a bank account. • Cost of living increase. 	<ul style="list-style-type: none"> • Building confidence. • Self-esteem. • Coping with challenge. • Coping with change. • Wellbeing. • Mindfulness. • How your brain works. • Mental illness. • Getting and giving help. • Managing anxiety. • Managing depression. 	<ul style="list-style-type: none"> • Biometric Data/Privacy. • Business Ethics/Globalisation. • The Monarchy – context, project and debate. • Whistleblowing.

Year 10 – Term 1	Year 10 – Term 2	Year 10 – Term 3	Year 10 – Term 4	Year 10 – Term 5	Year 10 – Term 6
Personal Health	Discrimination and the Law	Sexual Health	Finance	Mental Health	Our World
<ul style="list-style-type: none"> • Routine for learning. • Staying safe at Catmose. • Introduction to assemblies. • Knowing ourselves. • Families. • Types of family structure. • Physical health. • Self-image. • Cohabitation. • Gender. • Sexuality. • Marriage. • Healthy relationships and dating. • Unhealthy relationships. • Divorce. • Our online lives. • Contraception. • Online bullying • Upbringing of children. 	<ul style="list-style-type: none"> • You and the law. • The police. • Religion and ethics. • Equality. • Justice. • Science and Religion. • Equality debate. • Animal testing. • Addiction. • Pollution. • Alcohol/tobacco/drugs and the law. • Illegal drugs and crime. • Environment. • Fake news. • News agenda, censorship and free speech. • Pilgrimage • County Lines • Pilgrimage 2 • British Values 	<ul style="list-style-type: none"> • Sex and relationship responsibilities. • Nuclear weapons. • Consent revisit. • Sexual health. • Victims of war. • Fertility and routes into parenthood. • Holy war. • Sexual content online. • Terrorism. • Pornography. • Terrorism. • First Aid Week. • Pacifism. 	<ul style="list-style-type: none"> • Support with mocks. • Bank Accounts. • Credit Cards. • Marx and religion 1. • Payslips • Pensions • Marx and religion 2. • Savings • Credit and debit • Sociology of religion. • Loans. • Interest, bank charges. • Four horsemen. • Advertising and data. • Cost of living increase. • SACRE quiz. 	<ul style="list-style-type: none"> • The importance of preparation for mocks. • Working relationships • Exploitation. • Working relationships • Mental health. • Freedom of religious expression. • Exam stress. • How we learn • Trafficking. • How to revise • Creating a revision timetable. • Prejudice. • Reflecting on success. • Discrimination. • Setting revision and study targets for mocks. • Christian persecution. 	<ul style="list-style-type: none"> • Your career. • Work and technology. • Addiction. • Workplace skills. • Religion, crime and punishment 1. • Writing and fine tuning your CV. • Religion, crime and punishment 2. • What is a personal statement • Writing your personal statement. • Capital punishment. • Writing your personal statement. • Interview skills • Rehabilitation vs incarceration. • Personal responsibility. • Power and pollution. • Free Will.

Year 11 – Term 1	Year 11 – Term 2	Year 11 – Term 3	Year 11 – Term 4	Year 11 – Term 5	Year 11 – Term 6
Personal Health	Discrimination and the Law	Sexual Health	Finance	Mental Health	
<ul style="list-style-type: none"> • RFL and staying safe. • Exam stress. • Gender discrimination. • Mindfulness. • Roles of men and women. • Personal relationships. • Healthy relationships. • Transsexuality. • Family relationships. • Marriage. • Identity. • Divorce. • STI/HPV and cervical cancer. • Polygamy. • Contraception. • Unplanned pregnancy. • Consent. • Consent, sexual harassment and abuse. • Body image. • Homosexuality. 	<ul style="list-style-type: none"> • Universal declaration of human rights. • Human rights in the UK. • Death and the afterlife. • Human rights in the UK 2. • Freedom of expression. • Abortion. • Freedom of expression • Refugees and asylum. • Euthanasia. • Refugees and asylum • Taking action. • Genetic manipulation. • Prevent. • Exploring prevent. • Sanctity of life. • ~knife free • Diversity and British values. • Quality of life. • Prejudice, stereotypes and discrimination. • Religion and politics. 	<ul style="list-style-type: none"> • Child sexual exploitation and ground rules. • Justice. • Child sexual exploitation. • Domestic abuse. • Forgiveness. • Pornography. • Healthy relationships. • Religious conflict. • Relationship abuse. • Consent and consent myths. • Retaliation. • Sharing sexual images. • Courts and sentencing. • Weapons of mass destruction. • First Aid week • Reconciliation. 	<ul style="list-style-type: none"> • Credit cards. • Payslips. • Obedience. • Savings • Credit and debit • Hate crime. • Interest, bank charges. • Advertising and data. • Community service. • Pensions. • Loans • Greed • Cost of living increase. • Bank accounts. • Theft. • Poverty. 	<ul style="list-style-type: none"> • Revision support. • Wealth. • Revision support. • Human rights. • Revision support. • Equality. • Revision support. • Charity. • Revision support. • Responsibility. • Revision support. • Social justice. 	

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	