



PSHE and RELATIONSHIPS and SEX EDUCATION POLICY

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1. DEFINITION

- 1.1 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.
- 1.2 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.
- 1.3 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

2.1 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, including discussion of contemporary safeguarding issues such as misogyny, harmful online influences and sexual harassment.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene, including knowledge that supports personal safety and recognising risk.
- Help students develop feelings of self-respect, confidence and empathy, including the ability to challenge harmful attitudes, discrimination and gender stereotypes.
- Create a positive culture around issues of sexuality and relationships, promoting respectful behaviour, positive role models and understanding of consent, power and control.
- 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, including understanding of diversity, protected characteristics and inclusion.
- Equip students with the knowledge and skills to recognise and manage risks in both offline and online contexts, including exposure to harmful content, scams, exploitation and emerging technologies such as AI.
- Support students to develop resilience, emotional regulation and strategies for managing change, loss, loneliness and mental wellbeing.

2.2 In delivering PSHE and RSE the College will explore:

- Identity
- Respectful Relationships, including friendships
- Intimate sexual relationships, including sexual health
- Families
- Online world and social media, including online safety, privacy, consent, digital footprints, and risks such as harmful content, misinformation, exploitation, and emerging technologies (e.g.; AI and deepfakes)
- Being safe, including a specific focus on personal safety, risk recognition and managing hazards in a range of environments (e.g.; public spaces, roads, railways and water)
- Health in physical, emotional and social terms, including mental health, emotional wellbeing, resilience, grief and loss

- Risk, including financial exploitation, scams and online harms
 - Diversity and equality, including challenging misogyny, harmful stereotypes and discriminatory attitudes
 - Rights and responsibilities
 - Change
 - Power, including understanding power dynamics in relationships, coercion and exploitation
 - Careers
- 2.3 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, alongside new statutory expectations to address harmful online ideologies and safeguarding risks.
- 2.4 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).
- 2.5 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, and ensuring that pupils understand the legal and ethical implications of behaviours such as harassment, exploitation, and sharing harmful or illegal online content.
- 2.6 As a secondary academy school, we must provide RSE to all students as per section 34 of the [Children and Social Work Act 2017](#).
- 2.7 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.
- 2.8 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
- 2.9 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

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

- Health and wellbeing
- Relationships
- 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).

3.2 Detailed schemes of work with suitable resources are provided for form tutors to deliver during three 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.

3.3 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:

- Bullying
- Attendance and resilience
- Social media and safeguarding ourselves
- Careers - T levels and apprenticeships
- Remembrance
- Gideon's talk
- Parliament outreach speaker
- Celebration assemblies
- The Holocaust
- Organ donation
- Knife crime: police
- Artificial Intelligence
- 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

3.4 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

3.5 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.

3.6 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). 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 within social media
- Being safe
- Intimate sexual relationships including sexual health

See Appendix 1 for further details

3.7 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
- 3.8 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
- 3.9 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 is 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.
- 3.10 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 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.
- 3.11 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.
- 3.12 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.
- 3.13 All form tutors will teach RSE at Catmose College. In addition, senior leaders might also contribute to the teaching through assemblies.

3.14 Students

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

4. IMPACT

4.1 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.

4.2 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.

4.3 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

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

- Review – the Assistant Principal with responsibility for the tutorial programme has compiled all relevant information including relevant national and local guidance.
- Staff consultation – all College staff were given the opportunity to look at the policy and make recommendations.
- 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.

- 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.
- 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.

6.6 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.

- 6.7 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

- 7.1 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.
- 7.2 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal.
- 7.3 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.
- 7.4 Alternative work will be given to students who are withdrawn from sex education.

APPENDIX 1
PSHE Tutorial overview

	Personal Health	Mental Health	Sexual Health	Drugs & Discrimination	Finance	Our World
YEAR 7	• Transition and safety • Routines for Learning • Healthy Eating • You and your weight • Exercise • Sleep and mental health • Puberty • Sanitary products • Immunisations and vaccines • Online safety and bullying including AI, social media, some accounts are fake, may post things that are not real, may exaggerate or idealise	• Rights and wrongs • Who do you admire • Regrets and saying sorry • What makes a good friend • How should a friend behave? • You and your family • Worries and anxieties • Rivalries • Decision-making	• Attraction • Sex: facts and myths/ Attitudes to sex • Sex and the law and rights and responsibilities • Pornography: what is it and how to keep safe, presents some activities as normal which many people do not and will never engage in, some of which can be harmful. • Contraception /protection • The internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons.	• What are drugs? What are their effects? • Smoking and vaping • SNUS • Your identity • Your personality • Who am I • Gender identity • Gender stereotypes • Racial discrimination • Being a good neighbour	• Key financial terms • Bank accounts • Budgeting • Pocket money • Saving • Borrowing • Cost of living crisis • Coping with financial pressures • Fraud prevention	• What is bullying? • Dealing with bullies • Personal safety online • Protecting your identity online • Cyberbullying • Truth and lies online • Listening and speaking with others • Giving feedback • Climate change • A chance to change the future

	Personal Health	Mental Health	Sexual Health	Discrimination	Finance	Our World
YEAR 8	- Routines for learning - Staying safe at Catmose - Alcohol and the law - Alcohol the risks - Alcohol and addiction - Health checks - Health checks vaccination - Health check – cancers - Allergies - Skin and sun protection - Teeth, ears and eyes - Blood, organ and stem cell donation	- Mindfulness - Types of mental illness - Living with mental illness - Managing anxiety - Smartphone addiction - AI chatbots – risks by creating fake intimacy or offering harmful advice. - Anger management - Fear - What is stress? - Dealing with emotions - Meditation and calm	- Close relationships - What makes a healthy relationship - Unhealthy relationships - Dealing with rejection - Consent - Am I ready to have sex? - STIs and symptoms - Sexting/Pornography – often presents a distorted picture of people and their sexual behaviours. This can affect pupils who see content accidentally and deliberately. Can portray misogynistic behaviours. - Child abuse and grooming	- Becoming an adult - Being responsible - Problems with parents - Laws and rights of children - Stereotyping and prejudice - You and the Police - Police and military roles - Democracy and voting - Pressure groups - Democracy and voting - Human Rights - intro - British Values and protected characteristics	- You and the bank - Earning money, chores, babysitting - Saving - Spending - Savings vs credit cards - Debt	- What are my aspirations? - How do I best work with others? - Interpersonal skills - Goal setting and planning for the future - Disability and learning differences and ageism

	Personal Health	Mental Health	Sexual Health	Discrimination	Finance	Our World
YEAR 9	- Routines for learning - Your online reputation/ literacy and responsibility – reminder - Digital deception – understanding deepfakes and manipulated images. - Impact of drugs - The dangers of misuse of prescribed drugs - SNUS/Vaping – dangers and what they are - Social media and body image - Eating disorders	- Building confidence - Self-esteem - Coping with challenge and change - Facing challenge - Managing disappointment - Supporting your wellbeing - Mindfulness - Mental illness - Toxic friendships - Managing depression - Anxiety - Problem solving	- Pornography – how it can negatively influence sexual behaviours and by disempowering people especially women. - Attitudes towards sexuality – laws relating to harmful sexual behaviour/violence incl age-inappropriate sexual language. How and where to seek support - Your developing sexuality - Understanding gender identity - Pregnancy and what to do and where to get help - Good parenting	- Youth crime - Gangs and knife crime - Fake news and deep fakes - Radicalisation - Racism in education, work, society - Women’s rights and violence against women, forced marriage - Honor based violence and FGM - LGBTQ+ rights - British Values and protected characteristics	- Money habits - Needs and wants - Making ends meet - Value for money - Credit vs saving - Bank accounts - Reading a bank statement - Budgeting when gaming - Gambling - Identity theft and fraud - Online financial harms, scams and sextortion.	- Computer Misuse Act - Cybercrime - What are the limitations of generative AI? - How advertising and information is targeted. - Biometric data and privacy - Business ethics and globalisation - The Monarchy – context and debate - Whistleblowing

	Personal Health	Mental Health	Sexual Health	Law, equality and justice	Finance	Our World
YEAR 10	- Emotional intelligence - Influences on health - Physical activity and exercise - Self-image - Gender identity - Sexuality - Different families - Healthy and unhealthy relationships	- What is mental health? - Overcoming anxiety or other barriers to participate in fun, enjoyable or rewarding activities. - Co-occurrence of alcohol/drug use and poor mental health is common and relationship is bi-directional. - Reducing addiction can improve mental health and decrease anxiety. - How deepfakes can be used maliciously as well as for entertainment. - Harms that can be caused by deepfakes and how to identify them.	- Consent - Sexual health – STIs - Sexual health contraception - Fertility and routes to parenthood - Offensive online content - Offensive material online - Why can pornography be harmful? - Family life – exploring relationships, marriage and parenting. - How inequalities of power can impact behaviour within relationships.	- You and the law - The police - Equality and justice - Justice - Addiction and alcohol - Illegal drugs and crime - County lines - Fake news and censorship - Misinformation and conspiracies - The news agenda, censorship and free speech	- Types of jobs and getting paid - Understanding money and budgets - Saving and credit card - Money and work payslip - Student loans and pensions - Lottery - Cryptocurrency - Fraud - Online scams, fake websites, sextortion	- Your interests - Your choices - AI and automation - Preparing for work - What is a CV? - Employability skills for your CV - Writing up your CV - What is a personal statement? - Writing a personal statement - Interview skills

	Personal Health	Mental Health	Sexual Health	Discrimination	
YEAR 11	• Unplanned pregnancy • STI/HPV cervical cancer, HIV prevention drugs (see guidance) • Contraception • Health protection and prevention – how and when to self-care for minor ailments • How to navigate local healthcare system, accessing family planning clinics, sexual health, the role of pharmacies, how to seek help via 3rd sector partners • The legal age of medical consent – Gillick competence • FGM, virginity testing, hymenoplasty • Change, loss and grief	• The serious risks of viewing online content that promotes self-harm, suicide or violence including how to safely report this and how to access support • Alcohol and mental health – the physical and psychological risks associated with alcohol consumption – stats (see guidance) • Exam stress, mindfulness • Bouncing back from setbacks • Screen time and sleep impact • What is mental health vs mental illness	• Child sexual exploitation and ground rules • Domestic abuse • Suffocation and Strangulation • Incels – how sub-cultures might influence understanding of sexual ethics. • Relationship abuse • Consent and consent myths – that all aspects of health can be affected by choices they make in sex and relationships • Sharing sexual images • Courts and sentencing • How to seek support for their own worrying or abusive behaviour or against them	• Human rights • Freedom of expression • Refugees and asylum • Taking action • Prevent • Exploring Prevent • Diversity and British Values • Prejudice, stereotypes and discrimination	Revision support

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	