



Southam College
Relationships and Sex Education Policy (RSE)

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Rationale and Ethos

This policy covers our school's approach to the effective and inclusive teaching of Relationship and Sex Education (RSE). It was produced by Mrs A Cooper, Head of Character and Culture, through consultation with students, parents, teachers, Senior Leadership including the Designated Safeguarding Lead and Governors.

Southam College defines 'relationships and sex education' as an inclusive education on the legal and medical facts around sex, sexual health, safety and reproduction, as well as an examination of emotional and wellbeing aspects of key relationships in young people's lives, including but not limited to intimate relationships.

We believe relationships and sex education is a key component in children's education in conjunction with sex education offered by primary caregivers and in the context of the wider work Southam College does to develop students' skills and attributes. Topics encompassed by RSE contribute to the overall wellbeing and attainment of our students and help young people, which in turn leads our students to become successful and happy adults who make a meaningful contribution to society.

We view the partnership of home and school as vital in ensuring a young person has a well-rounded education, particularly in matters of personal development such as RSE.

Our school's overarching aims for our pupils are for students to be the best they can be and to nurture attributes such as kindness, confidence and resilience. Within this we aim to cultivate a positive culture around issues of sexuality and relationships.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that all teachers are aware of SEND, Looked After and Disadvantaged students. Curriculum planning takes in to account all of these students and individual teachers work to differentiate their teaching and learning within the classroom.

We ensure RSE fosters gender equality and LGBTQIA+ equality by covering topics such as gender identity, human sexuality and LGBTQIA+ rights. We also ensure that our language when teaching RSE is inclusive and promotes equality. Displays in classrooms related to RSE will reflect diversity in terms of race and ethnicity as well as gender identity, sexual orientation and religion.

Intended Outcomes

The intended outcomes of our programme are that pupils will:

1. Know and understand
 - Biological changes that occur to biological males and females during puberty including the menstrual cycle
 - What conception, pregnancy and labour involve, including the emotional impact of carrying and birthing a child
 - The choices around abortion, including medically and legally factual information about abortion

- What contraception is and what constitutes safer sex including how Sexually Transmitted Infections are transmitted and testing
 - What constitutes a healthy relationship including the positive impact this can have on wellbeing, self esteem
 - What unacceptable behaviour looks like within a relationship, including the signs of physical and sexual abuse, coercive and controlling behaviour
 - What it means to be heterosexual, homosexual, bisexual, asexual, transgender and non-binary
 - What rights LGBTQIA+ people have in this country and around the world
 - The meaning of consent and what constitutes sexual harassment and sexual violence including rape
 - The law around consent including the distribution of explicit messages and/or images (sexting)
 - The meaning of Child Sexual Exploitation (CSE) and the signs that exploitation may or has occurred
 - What female genital mutilation (FGM) is and the physical and emotional impact this practice can have
 - How to determine if adults are trustworthy, including what constitutes grooming and how to keep safe online
2. Understand they have a right to
- A positive body image and sense of self
 - Positive mental and physical wellbeing
 - Safe and enjoyable sexual activity above the age of consent (16 in England and Wales)
 - Make choices about their own body within the confines of the law
 - Be safe online including reporting unacceptable and abusive behaviour
3. Understand they have a responsibility to
- Ensure that any sexual partner(s) has consented to sexual activity prior to the event
 - Be tested for STIs when they become sexually active
 - Report any unacceptable, abusive or violent behaviour
 - Refuse any activity that is illegal including drug or alcohol use/misuse
 - Be a respectful and positive presence in the lives of others
4. Develop the skills of...
- Critical thinking
 - Evaluating behaviour and deciding what is acceptable and unacceptable
 - Listening to others' points of view
 - Arguing/explaining their opinion
5. Develop the attributes of...
- Resilience
 - Confidence
 - Tolerance

- Respect
- Empathy

Roles and Responsibilities

The RSE programme will be led by the Head of Department of Character and Culture, appointed by CEO of Stowe Valley Multi Academy Trust Mr R Samra. Currently, this is Mrs A Cooper, overseen by Deputy Head Mr B Richter.

It will be taught by specialist members of staff including Mrs S James and Mrs E Ridley. It may also be taught by any non-specialist teacher appointed by Mr R Samra and overseen by Mrs A Cooper. Teachers are responsible for teaching the RSE curriculum in accordance with this policy and for ensuring that the subject is treated sensitively and all pupils are treated with respect. Teachers of RSE must also comply with safeguarding practices (see section on Safeguarding).

It will be supported by the SENCo who at this time is Miss S Kingham, the SEND department and the DSL who at this time is Mrs S Godfrey.

A working party will be made up of the above named individuals to structure, teach and evaluate the success of the RSE curriculum. They will also review policy at the appropriate date and in line with DfE Government legislation surrounding RSE, Safeguarding or any other relevant topic.

Teaching staff will receive RSE training on CSE, FGM and Equality to support pupils with talking about their RSE, making disclosures related to topics covered within RSE and to support overall personal development. Teachers may also receive training on other relevant safeguarding practices such as the Prevent Strategy and on various aspects of students' mental health and wellbeing which will apply to their teaching of RSE.

Legislation (statutory regulations and guidance)

We are required to teach RSE as part of carefully curated personal development curriculum.

Current regulations and guidance from the Department for Education state that

All schools providing secondary education, including all-through schools and middle schools should deliver RSE as part of their curriculum.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

At Southam College, parents' will need to inform the headteacher in writing if they wish to withdraw their child from RSE at the beginning of the academic year.

Documents that inform Southam College's RSE policy include:

- Education Act (1996)

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and will be taught to every year group in Key Stages 3 and 4 through Character and Culture lessons. Students at Year 7, 8 and 9 will receive 1-hour weekly lessons in Character and Culture. Students in Year 10 and Year 11 will receive a 1-hour fortnightly Character and Culture lesson. See Curriculum Map below.

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|--|--|--|---|
| <p>Topic 1: Respectful relationships (RSE/PSHE)</p> <p>Autumn Term 1 Assessment October Half Term</p> | <p>Topic 1: Sex & Relationships (RSE)</p> <p>Autumn Term 1 Assessment October Half Term</p> | <p>Topic 1: Addiction & Substance misuse (PSHE)</p> <p>Autumn Term 1 Assessment October Half Term</p> | <p>Topic 1: Keeping Safe: Healthy Relationships, Lifestyles & wellbeing (PSHE/ RSE /Citizenship)</p> <p>Autumn Term</p> | <p>Topic 1: Personal Health and Wellbeing including Sex & Relationships (PSHE/ RSE)</p> <p>Autumn Term</p> |
| <p>Topic 2: Online Safety (RSE/PSHE)</p> <p>Autumn Term 2 Assessment Christmas</p> | <p>Topic 2: Future Ready: Career Choices & Options (PSHE/Citizenship)</p> <p>Autumn Term 2 Assessment Christmas</p> | <p>Topic 2: Sex & Relationships (RSE)</p> <p>Autumn Term 2 Assessment Christmas</p> | <p>Topic 2: Online Safety (PSHE)</p> <p>Spring Term 1</p> | <p>Topic 2: Exam Study & Revision (PSHE)</p> <p>Spring Term 1</p> |
| <p>Topic 3: Personal Health and Mental Wellbeing (PSHE)</p> <p>Spring Term 1 Assessment February Half Term</p> | <p>Topic 3: Identity & Diversity (Citizenship)</p> <p>Spring Term 1 Assessment February Half Term</p> | <p>Topic 3: Financial Capability: Money Matters (PSHE/Citizenship)</p> <p>Spring Term 1 Assessment February Half Term</p> | <p>Topic 3: Employability Skills/Preparation for Work Experience (PSHE/Citizenship)</p> <p>Spring Term 2/Summer Term 1</p> | <p>Topic 3: Current Affairs and Hot Topics (PSHE/ RSE/ Citizenship)</p> <p>Spring until Exams</p> |
| <p>Topic 4: Drug Awareness education (PSHE)</p> <p>Spring Term 2 Assessment Easter</p> | <p>Topic 4: Substance Abuse Awareness (PSHE)</p> <p>Spring Term 2 Assessment Easter</p> | <p>Topic 4: Personal Health & Wellbeing (PSHE)</p> <p>Spring Term 2/Summer 1 Assessment May Half Term</p> | <p>Topic 4: Current Affairs and Hot Topics (PSHE/ RSE/Citizenship)</p> <p>Summer Term 2</p> | |

| | | | | |
|--|--|--|--|--|
| <p>Topic 5: Government & Politics (Citizenship)</p> <p>Summer Term Assessment by Summer Holidays</p> | <p>Topic 5: Looking after me including Online Safety (PSHE/RSE/Citizenship)</p> <p>Summer Term Assessment by Summer Holidays</p> | <p>Topic 5: Active Citizens Rights & Responsibilities (Citizenship)</p> <p>Summer Term Assessment by Summer Holidays</p> | | |
|--|--|--|--|--|

An overview of lessons students are taught in each year group is available on request. Parents can contact any of the above named individuals to request this (see **Roles and Responsibilities**).

Our RSE programme will be taught through a range of teaching methods and interactive activities, including – but not limited to - videos, discussions, research tasks, use of exemplar medical contraceptive items, external agency workshops.

Lessons will be differentiated by giving students a choice of task to complete at different challenge levels, and explicit teaching of key vocabulary to ensure that all students meet intended outcomes.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in other subjects such as Science, ICT and Philosophy and Ethics. This will ensure that students receive a scientific, diverse and robust RSE.

Pupils will be encouraged to reflect on their own learning and progress throughout lessons, and by use of ipsative assessment. Assessment in RSE will at Year 7, 8 and 9 will involve a test; students will answer multiple choice questions pertaining to facts, as well as being able to express their opinions. Year 10 and 11 will receive RSE without formal assessment. Assessment in Year 10 and 11 will consist of students completing tasks in their books and teachers marking to correct misconceptions and gauge understanding.

Safe and Effective Practice

At Southam, we are also aware of the range of views and values parents and students may hold around this topic. Our intention is to equip students with medical and legal facts and a vocabulary to talk about Sex and Relationships.

We will ensure a safe learning environment by working hard to gain respect and trust of students and build professional relationships. Students will be taught RSE in mixed gender groups, and be provided with an opportunity each lesson to ask questions. Pupils' questions can be written down and teachers will allow students to remain anonymous to their peers to avoid embarrassment or judgement. **NB:** for safeguarding reasons, when submitting a written question, students must write their name down. It is the teacher's responsibility to ensure that the question is anonymous to their peers.

To ensure all students feel safe and included in the topic of the lesson, teachers must use appropriate and sensitive language. Teachers should avoid using slang terminology when discussing facts and should also not give any indication of their own preferences and/or opinions in relation to any RSE topic. Students should be presented with facts and a range of different viewpoints to examine for themselves when learning about RSE. Teachers may use their professional judgement to

question students and ensure depth and breadth of thinking, but may not give a biased or personal viewpoint.

Teachers should avoid using language such as 'men' and 'women' to refer to biological males and females. This is to ensure the inclusion of transgender and/or non-binary students. For example when discussing menstruation it would be best practice for teachers to refer to biological females as experiencing menstruation. Teachers should seek the support of the Head of Department or the SLT line manager if clarification is needed around this topic. Parents should also contact an appropriate member of staff if they require further clarification.

All teaching staff of RSE will be supported by the Head of Department, Line Manager and DSL.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must log concerns as soon as they are able via CPOMs; the school's electronic child protection software. In the event of a disclosure which a teacher considers to be serious and/or immediate teachers will consult with the Designated Safeguarding Lead and in her absence one of the Deputies (see **Safeguarding Policy**).

Visitors/external agencies which support the delivery of RSE will be required to sign in at Reception and wear a visiting badge at all times. They will not be permitted to be alone with a student, a member of teaching staff must be in the immediate vicinity.

Visitors are only invited in to deliver RSE with the approval of the Head of Department, the Line Manager and the Senior Leadership Team.

Engaging Stakeholders

The policy will be made available to parents on the Southam College Website. We are committed to working with parents and carers by consulting with them on the policy, and addressing any queries or concerns parents may have as soon as they arise. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our pastoral team; tutors, Heads of Year and Deputy Headteacher Mr B Richter as well as the DSL, Mrs A Freemantle. Parents and carers will be kept up to date on content their children have covered in lessons via progress reports and subject parents' evenings.

Parents and Carers can find information about when RSE will be taught via the curriculum maps on the school website, or through their child's teacher.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils as our school community changes and grows. This will occur at the time of publishing and at the next policy review date.

RSE Policy Review Date

This policy will be reviewed in the Summer Term of 2022. It will be reviewed by the Head of Department in conjunction with the Line Manager for Character and Culture. This will ensure that it

meets the needs of the school community in addition to complying with any new Government legislation.