Southam College Relationships and Sex Education Policy (RSE)

2025/26

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Publication date	July 2025
Review date	July 2028

Publication Date: June 2025

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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 the Heads 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 into 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 how to obtain 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 (TBC), the person i/c of Character Education in Sixth form (Mrs Cambell-Birch) and the Deputy Headteacher for Personal Development (John Miller)

It will be taught by specialist members of staff including Mrs Harwood. It may also be taught by any non-specialist teacher appointed by Miss Mason and overseen by the Heads of Department. 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 Mrs Hawkes, the SEND department and the DSL who at this time is Mrs Browne.

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, peer-on-peer abuse and on various aspects of students' mental health and wellbeing which will apply to their teaching of RSE.

RSE is also taught through the Character Education programme in KS5. RSE is taught at KS5 by specialists in the Sixth Form pastoral team. We have built in student voice to shape the curriculum as we go into the each academic year.

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 audit in the Appendix. Questions contained in the RSE statutory guidance form the foundation for our taught registration programme and are covered in the Behaviour and Character & Culture slots.

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 summative, formative and self-assessment. Assessment in RSE will at Year 7, 8 and 9 will involve an assessment to gauge if students have understood the key learning outcomes. This will include 2 assessment points within the unit of work. Year 10 and 11 will receive RSE without formal assessment. Assessment in Year 10 and 11 will consist of students completing tasks in their booklets and teachers marking to correct misconceptions and gauge understanding.

RSE is also taught through the Character Education programme in KS5, fortnightly lessons for Year 13. We also teach RSE through our tutor time programme.

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 Miller as well as the DSL, Mrs Browne. 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 2026. 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.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
Year 7	Autumn Term 1	**Topic: What are respectful relationships in life and online?** **Lesson Titles:** 1. Loneliness 2. Friendship 3. Social Media 4. FOMO 5. Bullying & Cyberbullying	**Respectful relationships, including friendships:** Pupils should know: • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

Year 7	Autumn Term 2	**Topic: Sex and Relationships:** **Lesson Titles:** 1. Puberty & Emotional Changes 2. Menstrual wellbeing 3. Healthy & unhealthy relationships 4. Managing conflict 5. Introduction to consent	**Respectful relationships, including friendships:** Pupils should know: • the characteristics of positive and healthy friendships, in all contexts including online, such as: - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict - reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships **Being Safe:** Pupils should know: • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online **Intimate and sexual relationships, including sexual health:** Pupils should know: • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
Year 8	**Autumn Term 1**	**Topic: What are the dangers of online relationships?** **Lesson Titles:** 1. Online gaming 2. Self-esteem 3. Cyberbullying 4. Sexting 5. Online reputation	**Online and media:** Pupils should know: • their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
Year 8	Autumn Term 2	**Topic: Sex and Relationships** **Lesson Titles:** 1. Relationship Values 2. Influences on expectations 3. Sexual identity and orientation 4. Consent – avoiding assumptions 5. Introduction to contraception	**Respectful relationships, including friendships:** Pupils should know: • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs **Online and media:** Pupils should know: • their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
Year 8	**Spring Term 1**	**Topic: Respecting Differences and Diversity** **Lesson Titles:** 1. What are our rights? 2. Respecting different cultures 3. Respecting different faiths 4. Respecting physical, mental and emotional differences 5. Respecting the diversity of genders	**Respectful relationships, including friendships:** Pupils should know: how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
Year 9	Autumn Term 2	**Topic: How do I challenge negative stereotypes?** **Lesson Titles:** 1. What is online hate and its impact? 2. What actions can you take against online hate? 3. What are the laws against online hate? 4. What is an ally? 5. What is the difference between anti-hate and pro-difference?	**Respectful relationships, including friendships:** Pupils should know • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help **The Law:** • online behaviours

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
Year 9	**Autumn Term 2**	**Topic: Sex and Relationships** **Lesson Titles:** 1. Being ready for intimate relationships 2. Capacity for Consent 3. STIs 4. Contraception 5. Unplanned pregnancy	**Intimate and sexual relationships, including sexual health** Pupils should know • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
Year 9	**Spring Term 1**	**Topic: How can we challenge extremism and prevent radicalisation?** **Lesson Titles:** 1. What is community cohesion? 2. What is extremism? 3. How are individuals radicalised? 4. What can prevent extremist views? 5. What is the impact of misogyny?	**Respectful relationships, including friendships** Pupils should know • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs **The Law:** • Extremism and radicalisation

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
Year 10	**Autumn Term 1**	**Topic: How can we protect ourselves and others?** **Lesson Titles:** 1. Grooming 2. County Lines 3. Child Sexual Exploitation 4. Coercive Control	**Respectful relationships, including friendships** Pupils should know • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control **Online and media:** Pupils should know • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

Year 11	Autumn Term	**Topic: Sex and Relationships:** **Lesson Titles:** 1. Family relationships and conflict management 2. Long term commitments 3. Sexual health, fertility and routes to parenthood 4. The impact of pornography on healthy relationships 5. Pressure, persuasion and coercion 6. Pregnancy choices 7. Pregnancy outcomes: abortion	**Families:** Pupils should know: • 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 is, including their legal status – for example, that marriage 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 successful parenting. • how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' **Online and media:** Pupils should know: • that specifically sexually explicit material, for example 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

			Intimate and sexual relationships, including sexual health: Pupils should know: • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) **The Law:** Pupils are made aware of the legal provisions for: • marriage • consent

Year group	Term	Topic/LESSON TITLES	Links to statutory GUIDANCE
			• online behaviours • pornography • abortion

KS5:

SIXTH FORM- Year 13 CHARACTER EDUCATION

Scheme of Learning: CHARACTER EDUCATION	Year: 13	Duration: Autumn Term 2- 4 x Lessons – please select based on the needs/safeguarding of your groups
CORE THEME: RELATIONSHIPS AND SEX EDUCATION **Topic:** Intimate and sexual relationships including unacceptable behaviours and the laws.		
Description of unit/ Learning Outcomes: These lessons were created specifically for KS5 to age specific content to fit with the newly released DfE guidelines for Relationships and Sex Education in UK schools, set to become statutory 2020. Please refer to information, advice and guidance on teaching RSE from the PSHE association to support you teaching this unit.		
Prior Learning: Students have had Sex and relationships education in lower school Ks3, Ks4 'Character and Culture' lessons. This is a spiral curriculum with age approiate topics built upon for KS5 students. Views of students within year 13 have taken an end of year survey in year 12 to help to shape this content for the current academic year.		
Home Learning/Assessment: No home learning requirements. See ppt for assessment activities in lessons. All lessons include differentiated PowerPoint, detailed worksheets, information sheets, activities, clips and accompanying question tasks. Relationships and Sex education is also complemented with the Pastoral Personal Development Programme during tutor time.		

Lesson 1: Relationships

Part A: Love and relationships. Respect & consent

Part B: Sexual harassment and stalking including the laws.

Lesson 2: Unhealthy & unacceptable relationships

Part A: Coercive control. Sexual abuse and rape (SAFEGUARDING WARNING)

Part B: Domestic abuse and violence (OPTIONAL BASED ON SAFEGUARDING OF THE GROUP)

Lesson 3: : RSE & wider society issues

Part A: Pornography and its impact on society. Myths Vs Reality.

Part B: Sexting (ALL GROUPS TO COVER) Part C: Sexualisation and the media

Lesson 4: Sexual Health

Part A: Sexual Health (ALL GROUPS TO COVER) STIs

Part B: Contraception Part C: Fertility and the menstrual cycle