

**RELATIONSHIPS AND SEX EDUCATION POLICY**

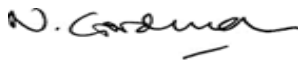
*This policy, which applies to the whole college, including the Early Years Foundation Stage, (EYFS) is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the College Office.*

**Monitoring and review:** This policy is subject to continuous monitoring, refinement and audit by Nick Goodman (Principal) and Hazel McCalvey (Head of Upper School) who is the Designated Safeguarding Lead (DSL). The Chair of Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

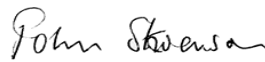
Reviewed: September 2023

Next Review: September 2024

Signed:



N. Goodman  
Principal



J. Stevenson  
Chair of Governors

This policy was last reviewed and agreed by the Proprietor of the College in September 2023 and will next be reviewed no later than September 2024 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Context**

All colleges must provide a curriculum that is broadly based, balanced and meets the needs of all students. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the college and of society, and
- Prepares students at the college for the opportunities, responsibilities and experiences of later life.

**PSHE**

At Frewen college, we teach Personal, Social, Health Education as a whole-college approach to underpin students' development as people and because we believe that this also supports their learning capacity.

We use the Kapow (KS2) and Thematic Programme from the PSHE Association PSHE (KS3-5), which offers us a comprehensive, carefully thought- through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the ISI Inspection Framework, as well as significantly contributing to the college’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

### **Statutory RSE and Health Education**

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all students receiving secondary education... They also make Health Education compulsory in all colleges except independent colleges. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent colleges.”

DfE Guidance p.8.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary colleges in England and Relationships and Sex Education compulsory in all secondary colleges, as well as making Health Education compulsory in all state-funded colleges.”

“In primary colleges, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further students’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

*Secretary of State Foreword, DfE Guidance 2019 p.4-5.*

“Colleges are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.”

*DfE Guidance p.8*

“All colleges must have in place a written policy for Relationships and Sex Education.”

*DfE Guidance p.11.*

Here, at Frewen college we value PSHE as a way to support students’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-college PSHE Programme.

To ensure progression and a spiral curriculum, we use Kapow and the Thematic Approach from the PSHE Association as our chosen teaching and learning programme and tailor it to our students’ needs. The mapping document, ‘Programme Builder for Key 3-4’, shows exactly how we meet the statutory RSE and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful College Communities: Self Review and Signposting Tool](#) (a tool to support a whole college approach that promotes respect and discipline)
- [Behaviour and Discipline in Colleges](#) (advice for colleges, including advice for appropriate behaviour between students)
- [Equality Act 2010 and colleges](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Colleges](#) (advice for colleges)
- [Preventing and Tackling Bullying](#) (advice for colleges, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in colleges](#) (advice for colleges)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in colleges](#) (guidance for maintained colleges on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent colleges](#) (guidance for independent colleges on how they should support students' spiritual, moral, social and cultural development).

## What do we teach when and who teaches it?

### Whole-college approach

The PSHE Association Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each unit and these are taught across the college; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Health & Wellbeing	Includes Transition & safety; influences; mental health & building for the future.
Autumn 2:	Living in the wider world	Includes developing skills (teamwork), equality of opportunity in careers and life choices, setting goals financial decisions and next steps.

<b>Spring 1:</b>	Relationships	Includes diversity, discrimination, respectful & healthy relationships, and communication in relationships.
<b>Spring 2:</b>	Health & Wellbeing	Includes Health & puberty, emotional wellbeing healthy lifestyles, exploring influence and independence.
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Living in the wider world	Includes Financial decision making, digital literacy, employability skills.

At Frewen college we allocate lesson time to PSHE each week:

- 1 lesson in Year 3 - 6
- 2 lessons in Years 7 – 9
- 1 lesson in Year 10 – 11
- 1 x tutor time session in Sixth Form

in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- Charter,
- through relationships student to student, adult to student and adult to adult across the college.
- We aim to ‘live’ what is learnt and apply it to everyday situations in the college community.
- Class tutors/ a dedicated PSHE Team deliver the weekly lessons.

### **Relationships and Sex Education**

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary college in Relationships Education.

Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect.”

*DfE Guidance page 25*

“In teaching Relationships Education and RSE, colleges should ensure that the needs of all students are

appropriately met, and that all students understand the importance of equality and respect. Colleges must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

We expect all students to have been taught LGBT content at a timely point as part of this area of the curriculum.”  
*DfE Guidance page 15*

The Sex Education Forum offers the following definitions:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

*Sex Education Forum, 2020*

***What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary college?***

RSE in secondary colleges will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’.

The expected outcomes for each of these elements can be found further on in this policy. The way the PSHE Association Programme covers these is explained in the mapping document.

**Organisation**

RSE is delivered by a number of teachers who have the experience and skills to deliver sensitive material to mixed ability, co-educational groups of students. Annually, appropriate and suitably experienced and/or knowledgeable visitors from outside Frewen college may be invited to contribute to the delivery of RSE in Frewen college. The RSE programme, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the programme. A set of ground rules will help teachers create a safe environment, in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. All staff involved in the teaching of RSE will receive training on the importance of ground rules and how to set them. Frewen college believes in the importance of training for staff delivering RSE. Staff are encouraged to identify appropriate training and support to help them deliver effective RSE.

The following are protocols for discussion-based lessons with students:

- Students must be made aware that teachers cannot offer unconditional confidentiality.
- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Meanings of words will be explained in a sensible and factual way;
- When answering a specific question which involves information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

- Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the college's Safeguarding (Child Protection) policy.

## Health Education

“It is important that the starting point for health and wellbeing education should be a focus on enabling students to make well-informed, positive choices for themselves.”

*DfE Guidance page 35.*

### **What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary college?**

Health Education in secondary colleges will cover ‘Mental wellbeing’, ‘Internet safety and harms’, Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The expected outcomes for each of these elements can be found further on in this policy. The way the PSHE Association Programme covers these is explained in the mapping document.

Frewen college also have an additional Mental Health Policy (21.3)

## Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary college level.

Most of the DfE outcomes relating to Sex Education sit within the ‘Intimate and sexual relationships, including sexual health’ section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

*DfE Guidance page29.*

At Frewen college we agree with the Sex Education Forum definition of Sex Education (as above).

The PSHE Association Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

The grid below shows which lessons cover which aspects of the DfE outcomes...

### **Parents’ right to request their child be withdrawn from Sex Education**

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the college should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the college should decide to provide the child with sex education during one of those Terms”.

*DfE Guidance pages 17/18.*

Should parents wish to discuss withdrawing their child from Sex Education, they are advised contact the relevant Head of School (Lower or Upper) to make their wishes known.

### **Monitoring and Review**

The Head of Upper School monitors this policy on an annual basis. This Head of Upper School reports its findings and recommendations to the full Advisory Board and SLT, as necessary, if the policy needs modification. The Head of Upper School gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. The Head of Upper School also asks tutors to provide students with PSHE questionnaires in order to ensure we are covering their needs. Tutors scrutinise and ratify teaching materials to check they are in accordance with the college's ethos.

### **Inclusion and SEND**

At Frewen college we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

At Frewen college we teach PSHEE to all students, whatever their ability and individual needs. PSHEE at our college is part of providing a broad and balanced education for all students. Through our PSHEE teaching we provide learning opportunities that enable all students to make progress. We do this by setting suitable learning challenges and responding to each student's different needs.

We strive to meet the needs of all students with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We assess the needs of each student acting to enable the student to learn as effectively as possible thus enabling them to have access to the full range of activities involved in learning PSHEE. Where students are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all students.

### **Equality**

#### **This policy will inform the college's Equalities Policy**

The DfE Guidance 2019 (p.15) states, "Colleges should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Colleges must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which colleges consider it appropriate to teach their students about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Colleges are free to determine how they do this, and we expect all students to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Frewen college we promote respect for all and value every individual student.

We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

**Spiritual, Moral, Social and Cultural Development (SMSC):** In our college we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE education makes a strong contribution. Students are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, our college:



- Leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism, and ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHEE education programme. It pervades the whole of our teaching and learning; the ethos and life of our college. Within SMSC, our aims are to help students to:

- develop self-esteem, self-awareness, self-understanding and confidence;
- enable students to understand what is right and wrong in their college life and life outside college;
- accept responsibility for their behaviour, show initiative and contribute to the college, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently
- roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the college,
- including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

Therefore, the understanding and knowledge expected of the students in Frewen college as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

***Our objectives are to:***

- teach students the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
- enable students to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage students to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
- nurture in students a particular set of **VALUES** and
- give the students the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge

all people fairly and equally.

**PSHEE education and Citizenship and inclusion:** We teach PSHEE education and Citizenship to all students, regardless of their ability, gender, differences in culture or background. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. The nature of the topic allows for a broad range of mediums for delivery. Those students for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. The class teacher ensures that all students are as involved as possible in the discussions and activities taking place and provide resources so that access to the curriculum is possible. Beyond the classroom, students are encouraged to take on responsibility in college and make a positive contribution to the college, local and wider communities.

