



Definition

RSE is lifelong learning about physical, moral and emotional development and the importance of stable and loving relationships, respect, love, care, resilience and the promotion of children's wellbeing in modern Britain.

RSE also includes teaching about sex, sexuality and sexual health whilst not promoting any particular sexual orientation or early sexual activity.

Policy Aims and Objectives

- to provide a description of how RSE is delivered, monitored and evaluated at CWLC;
- to set out the framework of values which guides the delivery of RSE and the wider pastoral care of students, and contributes towards the ethos of the school;
- to communicate young people's legal rights to seek confidential advice, support and treatment around their sexual health and also parents' legal right to withdraw their children from RSE;
- to describe how young people can be helped to access confidential help both within school and in the community;
- to provide our students with accurate, objective information and allow them to discuss the nature of sexuality, loving positive relationships and attitudes and values that influence their sexual behaviour/sexual choices;
- following the Ofsted review of sexual abuse in schools, all staff training has included a 'zero tolerance' approach to intolerant behaviour.

Learning Outcomes

By the end of Key stage 3 and 4 students will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy, safe choices in their future relationships. They will recognise the physical, emotional and moral implications and issues of certain types of behaviour and be encouraged to be sensitive and tolerant of the needs and views of others. They will also consider the importance of self-restraint, dignity and respect for themselves and others.

Specifically, students will have learnt about the following areas as specified in the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* draft statutory guidance;

- 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, e.g., 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).
- how the different sexually transmitted infections (STIs), including HIV/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.

Delivery

RSE is organised by the *Personal, Social, Health and Economic* (PSHE) Coordinator in association with Worcester Sexual Health Education Unit. Biological aspects of RSE are taught within the science curriculum and some of the moral and ethical aspects are taught within RE. RSE is taught as part of the PSHE programme. The teaching methods used follow established good practice and include small group work, active learning, discussion, and project work. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Staff will use their skills to explain and discuss issues clearly and explicitly maintaining a balanced and sensitive approach and ensuring that students are aware of the correct vocabulary, alongside their own terminology. Staff delivering RSE have received appropriate training from Worcester Sexual Health. A variety of resources are used in both key stages to teach the units and the students are taught in co-educational, mixed ability, year-based groups. Resources are regularly reviewed by the PSHE Co-Ordinator. All resources have also been reviewed by CWLC Students with their feedback being used to inform future content and delivery. Prior to the delivery of RSE lessons the parents/carers of students are contacted to inform of the specific lesson content. Students who have been disapplied from RSE content (specifically that on the use of contraception) are exempted from these lessons. The topics undertaken within PSHE Values and Ethics are listed in appendix 1.

Key Stage 5

The Information, Advice and Guidance (IAG) programme in the sixth form provides further age-appropriate education for students as follows:

- Consent and the law
- Sexual harassment

- Peer on peer sexual abuse
- Sexual assault
- Respectful relationships
- The influence of drugs and alcohol
- Contraception
- Sexually transmitted diseases
- Early identification of breast and testicular cancer

Delivery

All education is age appropriate and continually adapted to meet the needs and requirements of the students within the sixth form and is delivered by:

- West Mercia Rape and Sexual Abuse Support Centre
- Worcestershire Sexual Health Team
- Wendy Gough Foundation – Breast and Testicular Cancer
- Sixth form staff
- Sixth form students (peer presentations)

Confidentiality

Teachers should not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures as defined by this policy. If a teacher believes a student to be at risk, (see below) she/he should inform the headteacher who is the designated safeguarding lead (DSL) or the person who acts in the absence of the DSL (see safeguarding policy). The student must be told that this is what they are doing. Teachers will recognise the importance of listening to the concerns of individual students but should not offer specific and personal advice about a student's health (students could be referred, however, to an appropriate medical service). Staff will also be aware that young males find it more difficult than females to express emotions and will offer support where possible. Again, teachers will not go against the student's wishes and talk to the parents. The headteacher will decide what action, if any to take.

Monitoring and Evaluation

The PSHE Coordinator collects evidence for the monitoring and evaluation of the RSE programme by means of lesson observation, gathering feedback from students and teachers, including an annual Student and Parent voice evaluation sheet.

This policy will be reviewed annually and is a flexible curriculum that responds to local/national need for example, 'sexting'. Acceptable use of social media has been included in year 7 in response to the safeguarding audit.

The RSE policy and PSHE scheme of work will be made available to any parent who wishes to see it. The policy is also accessible on the school website.

Withdrawal of Students

In line with Statutory Guidance, CWLC will comply with the following procedure- 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 the head teacher will 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. CWLC will document this process to ensure a record is kept.

During this meeting the head teacher will discuss with the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once these discussions have taken place, except in exceptional circumstances, the school will 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 school will make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Students are deemed to be 'at risk' if they are:

- involved in illegal activities;
- involved in situations where they can endanger themselves or others;
- involved in situations where they are being exploited or are exploiting others;
- victims of abuse, physical, sexual or emotional; this would require referral to the DSL;
- thought to be pregnant.

Disclosure of Underage Sex

If a teacher learns from an under 16-year-old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- wherever possible, the young person is persuaded to talk to their parent or carer;
- that the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services;
- any child protection issues are addressed.

Student support services available in school

- PCSO works at school and works 1:1 with students at risk of unacceptable relationships;
- we employ a part time Counsellor to whom referrals can be made;
- students can meet with the Sexual Health School Nurse by appointment or 'drop in' – based at CWLC on Mondays;

- the school has set up an email address – callitout@cwlc.email – for students to highlight any concerns. This will be dealt with by the pastoral team.

Appendix 1 – PSHE topics covered

| Yr | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----|--|---|---|----------------------------------|---|---|
| 7 | The Houses | Changing Adolescent Body/Relationships/Family | Mental Wellbeing | Online and Media | Families | British Values |
| 8 | Citizenship | Changing Adolescent Body | Healthy Lifestyles- Drugs, Alcohol and Tobacco inc. smoking and vaping. | Respectful Relationships/ Family | Internet Safety and Harm | Healthy Lifestyles- fitness, nutrition and sleep. |
| 9 | The Media and How we Behave, Online Media. | Respectful Relationships- Equality, inc. toxic masculinity and coercive relationships | Mental Wellbeing | Health and Prevention | Intimate and Sexual Relationships. | First Aid |
| 10 | The Big Issues | Drugs and Alcohol | RS | RS | Porn, Healthy Relationships, Pregnancy. Intimate and sexual relationships inc. coercive relationships | Money Matters |
| 11 | Careers | Careers / Intimate and Sexual relationships | RS | RS | Revision | Revision |

Year 12 and 13 IAG and Tutor plan 2022 - 23

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------------|--|---|---|--|---|------------------------|
| Year 12 IAG | <p>Mental health Road Safety Breast and Testicular Cancer</p> <p>National Apprenticeship Exhibition trip</p> <p>Why Higher Education?</p> <p>Looking after your mental health – Cam Grant Memorial</p> <p>NCS – Life skills programme for Hair and Health and Social Care students</p> | <p>Student life Apprenticeships and alternative routes Health</p> <p>Sexual Health, NHS</p> <p>Drugs & Alcohol (Here4YOUth)</p> <p>NCS – Life skills programme for Hair and Health and Social Care students</p> | <p>Preparing for interviews</p> | <p>Preparing for a UCAS exhibition</p> | <p>UCAS Personal Statement workshop – external provision</p> <p>Oxbridge Personal Statement workshop</p> | <p>Work Experience</p> |
| Year 12 Tutor and enrichment | <p>SWOT Meet the tutor evening Settling in Admin Organisation Making the most of study periods Time management Charity selection</p> <p>Study skills:</p> <ul style="list-style-type: none"> • Reading for information • Research • Referencing • Presentation skills • Time management • Memory and revision techniques | <p>Progress check Folder check Effective revision</p> <p>Progress evening</p> | <p>Holocaust Memorial Day</p> <p>Launch of year 12 work experience programme (placements in summer 2)</p> | <p>Interviews</p> <p>UCAS exhibition –</p> | <p>Interviews</p> <p>Tutor led UCAS Personal Statement workshops</p> <p>Tutor led CV workshops</p> <p>Preparing for end of year 12 examinations</p> <p>Preparing for UCAS applications – online parents evening</p> | |
| Year 13 IAG | <p>Sexual violence 'be a lady' 'be a man'</p> | <p>Student finance</p> | <p>Finance workshops:</p> | <p>Exams</p> | <p>Exams</p> | <p>N/A</p> |

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|-------------------------------------|--|--|--|------------------|--|--|
| | Consent / exploitation Mental health National Apprenticeship Exhibition trip | Sexual Health, NHS Clearing and Next steps Looking after your mental health – Cam Grant Memorial | Staying safe from scams Payslips and tax codes Mortgages Insurance Budgeting | | | |
| Year 13 Tutor and enrichment | Transition to year 13 Post PMR Action plans Oxbridge UCAS Revision skills | Progress check Folder check UCAS and CVs Revision Progress evening | Holocaust Memorial Day Post mock TFL | Progress evening | | |