



Beauchamp College
Relationships and Sex Education (RSE) Policy
2018- 2020

Date	Detail
2015	Original, based on Beauchamp College Policy
Mar 2017	Reviewed
Updated	April 2018
Approved by	

Relationships and Sex Education Policy (RSE) for Secondary Colleges

1. Statutory Guidance

Under section 3.6 of the National Curriculum, RSE is compulsory from year 7 onwards for maintained colleges. Academies do not have to follow the National Curriculum and as such, are not obliged to teach RSE. However, if academies do teach RSE, they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Beauchamp we teach RSE as set out in this policy.

2. What Is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development and the consequences of sexual relationships. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all college staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to make comments about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Principles and values

In addition, Beauchamp College believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider college context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- To ensure that students are made aware of the potential risks and dangers of grooming, sexual exploitation and age-inappropriate relationships.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education in this college has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of stable and loving relationships;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

5. Aims

This college believes that the essential aim of Relationships and Sex Education should be to provide students with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that Relationships and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at college and of society and to preparing students for the opportunities, responsibilities and experiences of adult life.

We have prioritised the following objectives;

- To promote students' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services.
- To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender
- To foster gender equality and LGBT+ equality and challenge all forms of discrimination in lessons and in every-day college life
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies. To encourage the development of communication and decision-making skills
- To promote safe, equal, caring and enjoyable relationships and discuss real age-appropriate issues such as friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- To help young people to develop skills to recognise, negotiate, avoid and resist unwanted

sexual pressure

- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this
- To be responsive to differing needs and backgrounds
- To prepare young people for transitions and later life
- To be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- To know how the law applies to sexual relationships.

6. Organisation and Content of Relationships and Sex Education

Beauchamp specifically delivers Relationships and Sex Education through its Pastoral Programme, Health and Wellbeing Team, Science and RE lessons at KS3 and KS4. However, we believe that RSE should be delivered in a cross curricular way and questions should be addressed when they arise rather than waiting for specific lessons.

Much of the Relationships and Sex Education at Beauchamp takes place within Science lessons. Tutors deliver some of the PSHE Curriculum with support from professionals where appropriate. RSE is set within the wider context of the PSHE curriculum and focuses more on the emotional aspects of development and relationships.

Any RSE lesson may consider questions or issues that some students will find sensitive. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the key stage team or from the Health and Well Being co-ordinator who will help with planning or delivery of sessions if required, and offer advice and support to individuals.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex Education is relevant to them.

8. Right of Withdrawal of Students from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Relationships and Sex Education except for those parts included in the statutory National Curriculum. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

9. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are legally bound to follow child protection procedures within college.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be advised, wherever possible, to talk to the Health and Well Being Team and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the member of staff responsible for Child Protection under the College's procedures.

Health professionals in college are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the college's confidentiality policy.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the college, such as college nurses or sexual health professionals, to provide support for students and staff training.

11. Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Vice Principal (Student Progress and Provision) to oversee and organise the monitoring and evaluation of RSE within the PSHE programme. The PSHE programme through the Health and Wellbeing agenda will be reviewed in the same way as a subject department, with monitoring and evaluation taking place three times a year led by the Pastoral and the Leadership Team.

The Governors are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.