

Relationships and Sex Education Policy

Sept 2021

Version 1

1. Scope

This policy applies to all staff at Expanse Learning College (Hereafter referred to as the College).

2. Aims of the RSE Policy

Producing an up to date RSE policy is the responsibility of College SLT.

The purpose of the policy is to:

- Give information to staff, students and governors about the content, organisation and approach to teaching RSE
- Enable students in learning about RSE
- Give a clear statement on what the college aims to achieve from RSE, the values underpinning it and why it is important for college students
- Set out how the college continues delivering key legal requirements in respect of RSE:
 - a) Duty to promote well-being (Children Act 2004)
 - b) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - c) Ensure students learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - d) Protect students from unsuitable teaching and materials (Learning and Skills Act 2006)
 - e) Make policy available to students and parents
 - f) Meeting the college's safeguarding obligations
 - g) *Right of student to withdraw*
 - h) *Parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)*
 - i) Taken account of the DfE guidance on SRE (2017)
 - j) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)
 - k) Provide SRE which includes (as a minimum) information about HIV/AIDS and other sexually transmitted infections (STI) (Education Act 2002)

3. Development of the Policy

This policy was developed in consultation with college, staff and outside agencies, including National Autistic Society. We have also taken account of the "Relationships Education, Relationships and Sex Education (RSE) and Health Education".

4. Links to other policies

This policy links to the Safeguarding & Child Protection policy, anti-bullying policy, behaviour policy and curriculum policy. Our provision of RSE is part of our approach to support the health and well-being of young people.

5. Definition of RSE

We use the definition suggested by the PSHE Association:

"SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health".

It has three main elements:

- a) **Knowledge and Understanding** including emotional, social and physical development, body image, human sexuality, gender identity different types of families, different types of relationships, healthy and unhealthy relationships, sex, consent, rights and responsibilities to others, reproduction, sexual health, contraception, the range of local and national sexual health services, reasons and benefits for delaying sexual activity, law about sexual activity and the use of technology and social media, misuse of drugs and alcohol and sexual activity, sexual exploitation and violence in all types of relationships, including personal and family relationships, the impact of pornography on relationships, FGM, being safe including online.
- b) **Personal and Social Skills** including managing emotions and relationships, developing self-respect and empathy for others, resilience to cope with change, how to make choices and understanding the consequences of choices, managing conflict, dealing with peer pressure, recognising and avoiding exploitation and abuse, communicating

respectfully, making responsible and safe decisions, how to identify, assess and manage risk, ask for help and access advice and services

- c) **Attitudes and Values** including understand a range of views about relationships and sex in society, respect in relationships, the importance of stable and loving relationships including marriage (both heterosexual and same sex) and civil partnerships, respect, love and care, rights and respect for rights in relationships, value of family life, gender equality, acceptance of difference and diversity. Understanding that violence, coercion and sexual exploitation in relationships is unacceptable, including forced marriage, understanding that discrimination based on gender, gender identity, sexual orientation, disability, ethnicity, culture, age, faith is unacceptable, promoting equality and challenging inequality

6. Why teach RSE at the college?

- It prepares young people for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps promote equality in relationships
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It helps develop the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects young people from risk and harm in relationships, including violence and sexual exploitation and inappropriate online content and communication
- It helps deal appropriately with social and cultural pressures because of being exposed to distorted or inaccurate view of sex and relationships in the media
- It helps to reduce early sexual activity, prevent teenage conceptions, STIs, sexual exploitation and abuse, domestic violence and FGM

7. Values promoted through RSE

We believe that students should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE within the curriculum promotes the aims and values of our college which include

- Respect for self and others
- Commitment, trust and love within relationships
- Rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, gender identity, culture and sexual orientation
- Reducing intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promote gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Value of family life and of stable and loving relationships, including marriage (both heterosexual and same sex) and civil partnerships, for bringing up children

RSE will support the importance of strong and stable relationships, including marriage for heterosexual and same sex couples and civil partnerships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of students based on their individual personal circumstances.

8. Aims for RSE

To enable students to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Develop skills to make and maintain positive and healthy relationships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of relationships, including friendships, family relationships (including families with same sex parents), dealing with strangers and intimate relationships
- Recognise, understand and build healthy relationships
- Recognise unhealthy relationships

- Understand about human sexuality, sexual orientation (heterosexual, gay, lesbian, bisexual), gender identity and transgender issues.
- Know about the law in relation to consent, sex, online communication and sharing sexual images and FGM
- Understand the impact of pornography on relationships
- Develop positive and healthy attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic, biphobia and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Know how to keep safe online and offline and understand about the consequences of using inappropriate communication and images online
- Recognise when something is risky or unsafe and make healthy and safe choices
- Know where are how to seek information and advice when they need help, including for mental health issues
- Know about contraception and the main types of contraceptives, how to prevent STIs and teenage pregnancy

9. Content and Organisation of the RSE Programme

Where is RSE taught?

RSE is taught as part of each college cohorts curriculum covering biological, social and emotional aspects. We ensure that the same messages about being safe online are taught through RSE.

What is taught in each cohort?

The content for each cohort covers knowledge, skills and attitudes and is appropriate to the capacity and needs of students and progresses from one year to another for students returning, building on what has been learnt in previous years.

Who teaches RSE?

RSE will be delivered by teachers and teaching assistants in specific sessions and by outside visitors and professionals as available and appropriate. Aspects are also embedded within other curriculum subject areas.

When visitors are involved in RSE we will

- plan and evaluate their contribution as part of the college's RSE teaching programme.
- provide the visitor with an up-to-date copy of the college's RSE Policy and ensure they adhere to it
- Utilise our external visitor's policy to appropriately plan the visit.
- ensure that the class teaching team are present throughout the session, taking responsibility for class management

TAs and Learning Mentors support individual students to ensure that RSE meets their individual needs.

10. How RSE is taught:

- Students are taught in their cohort groups. Occasionally, it may be necessary to split groups to address barriers to learning.
- Teachers set a group agreement or ground rules with students to ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss personal experiences or issues or ask information of each other or the teacher. Staff do not discuss details of their personal experiences or relationships.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the students. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate. We can also use question boxes so that students can ask questions anonymously.
- Resources, such as DVDs, YouTube and leaflets are chosen to ensure that they are appropriate to the age and maturity of students. They consider equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable students to participate and reflect on their learning such as role play, quizzes, pair and small group work, mixing groups so that students work with a range of peers. We also

use case studies, stories and role plays to help de-personalise discussions and help students gain confidence to talk and listen to each other.

- The RSE policy reflects our equal opportunities policy and the college ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to student's identified needs. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the college community, and help all students feel valued and included, regardless of their gender identity, sexual orientation, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of students and specialist resources may be used to respond to their individual needs. In some cases, students have individual support or work in small groups with a TA.
- Teachers do not offer individual students' advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the college and reflect our equality policy. When teaching about relationships and families we include same sex relationships and specific understanding of different types of relationships, including lesbian, gay and bisexual relationships.
- Homophobic, biphobia and transphobic references, language and bullying are not tolerated in college and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst students and ensure all students feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

11. Involving Students

To ensure the RSE programme meets the needs of students, college SLT and teachers regularly undertake reviews of the curriculum and materials used and keep abreast of new developments and changes. Similarly, through our student forums we canvass the views of our students in relation to the subject matter and methods of delivery.

Students are involved in raising awareness about relevant RSE issues such as sexual exploitation, domestic violence, keeping safe online and equality in relationships. The college displays prominently and discretely where appropriate information about where to go to get advice and information locally including young people's sexual health services. Information about these services can also be found on noticeboards.

12. Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a student may disclose personal information. Staff understand that they cannot promise students absolute confidentiality. Although teachers cannot offer unconditional confidentiality, students are reassured that their best interests will be maintained. They will be reminded that if confidentiality must be broken, they will be informed first, if possible, and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

If teachers are concerned in any way that a student is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the college's Child Protection Procedures.

This college upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSE in the classroom they are bound by the college's RSE and External Speakers policies.

13. Assessing RSE

Students' progress in learning is based on assessment involving teachers, pastoral officers and teaching support staff alongside student self-assessment.

14. Monitoring and evaluating RSE

Heads of College monitor teachers' planning and work with staff to monitor delivery of RSE sessions being taught. Students and staff are involved in evaluating the RSE teaching programme as part of stakeholder feedback activities

15. Training staff to deliver RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach RSE and provide a range of training opportunities including INSET, team teaching, classroom observations, online and external training courses.

Training could include:

- What to teach and when?
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

16. Working with Students and Parents around Withdrawal

We place the utmost importance on responsibility of students and parents, carers for their personalised learning.

We will take every opportunity to inform and involve both by

- Making the policy available on the college's website
- Including a summary of the content and organisation of RSE in year on the college website.
- Providing materials and resources to use
- Discussing individual concerns

Students, parents and carers are made aware of withdrawing from RSE. Even if withdrawn from RSE lessons, should students ask questions at other times, these questions will be answered honestly by staff. Staff are made aware that withdrawal information is recorded within DatabridgeMIS.

17. Disseminating the policy

A copy of this policy is on the college website. It is included in the following:

- Staff Induction
- Admissions Stage Two Process for Parents/Carers of prospective new students
- DatabridgeMIS System
- Governor Secure Area
- Copies are supplied to visitors providing RSE in college.

18. Key contacts:

- Designated Safeguarding: Lead Lorraine Woosey
- Head of College Leigh: Emma Taylor
- Head of College Orrell: Steph Howard

19. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed

Impact of non-compliance

Staff:	Disciplinary action
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Head of College / Director of Post 16
Policy Reference:	ELCO-POL-SFG-007
Version:	1
Agreed policy location:	DatabridgeMIS and Company Webpage
Does the policy require Governor approval?	No

Approval

Written by Karl Wane 08/12/2021  Director of Post 16	Approved by Tony Brown 08/12/2021  CEO	Counter Signatory Scott Roberts (Assoc. CIPD) 08/12/2021  Head of Corporate Services
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Version Control

Version	Date	Revision	Review Date
1	08/12/2021	Policy updated with staffing and job title amendments	07/12/2022
2			
3			
4			
5			