



# Thomas Telford University Technical College

## PSHE/Relationship and Sex Education Policy Statement

Author	CGL	Version	3
Date Approved		Last Review Date	14/07/2021
Comments	This Policy sets out how the TTUTC's Governing Body discharges its statutory responsibilities relating to the delivery of PSHE/Relationship and Sex Education at the UTC		
Monitoring, Evaluation and Review	<p>The Governing Body will review this document at least every year and assess its implementation and effectiveness in consultation with key stakeholders to ensure that it remains compliant and up to date with changing regulation. This policy will be reviewed in <b>September 2023 or earlier if required.</b></p> <p>A member of the Leadership team will be retain responsibility for the welfare of students. This member of staff will ensure the implementation of this policy. They will monitor and evaluate the impact of the policy and conduct regular consultation with parents, students and staff to ensure that the policy is fit for purpose and being applied consistently.</p> <p>The Principal will review the policy and its impact annually and offer feedback to the Governing body.</p>		

### Rational and Ethos

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. This has been identified by our Health Survey 2018 in our top three priorities - drugs; sexual health and relationships; knife crime.

This updated policy aims to offer additional support on new issues not included within existing guidance; will provide advice which reflects updated legislation, including the Equality Act 2010 and the RSE Heath Education Statutory guidance for September 2020.

Other related School policies and documents include the PSHE & Science Schemes of work, Safeguarding, Behaviour, Sexting, Anti Bullying, Health and Safety, External visitor Policy, Equality Policy and e-safety Policy.

At **Thomas Telford UTC** we believe that Relationship and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. We teach pupils to be digitally safe with e-safety being a vital message throughout the school.

Effective RSE at Thomas Telford UTC is dependent on partnerships at many levels; between our parents & carers, the children and young people – and at a more strategic level between the local authority, local faith communities, Health professionals, partners in children’s services and the voluntary community.

At Thomas Telford UTC we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

Thomas Telford UTC believes that Relationships and Sex Education (RSE) has three main elements: -

#### **Attitudes and values – developing a moral code**

- *Learning the importance of values, individual conscience and moral considerations.*
- *Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups.*
- *Learning the value of love, respect and care; honesty and loyalty in relationships.*
- *Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media and gender stereotypes and by being sensitive to the needs of culture and religion.*
- *Exploring, considering and understanding moral dilemmas.*
- *Developing critical thinking as part of decision making.*

#### **Personal and social skills – important life skills**

- *Personal skills*
- *learning to manage emotions and relationships confidently and sensitively*
- *developing self-respect, and empathy for others*
- *learning to make choices based on an understanding of difference and with an absence of prejudice*
- *developing an appreciation of the consequences of choices made*
- *taking responsibility for one’s own actions and learning*
- *Communication skills*
- *Listening sensitively to others’ opinions*

- *Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment*
- *Reflecting on and evaluation information and opinions, and understanding the impact of external factors, such as the media, Internet and peer pressures.*
- *Being assertive and an independent decision maker*

### **Negotiating with friends and others**

- *Practical skills*
- *Caring for oneself and others*
- *Being confident to access support and advice when needed*
- *Decision making skills – making sensible choices in the light of relevant information*
- *Making moral judgement about what to do, and acting accordingly*
- *Solving problems*
- *Managing conflict*
- *Learning how to recognise and avoid exploitation and abuse*

### **Knowledge and Understanding**

- *Learning and understanding physical development through age appropriate information*
- *Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.*
- *Develop understanding of important knowledge, so correcting misconceptions and misinformation.*
- *Knowing what is and what is not illegal in matters relating to sexual activity.*

### **Roles and Responsibilities**

Those involved with the development of this policy include the PSHE Lead and the Principal. Teaching staff and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs. The PSHE Lead will deliver training and resources to key staff members, who teach timetabled weekly lessons and will monitor and report to the School Link Governor, Principal and Governing Body at Thomas Telford UTC.

The Principal will be responsible for – oversee curriculum/policies, deal with issues concerning withdrawal.

LA advisor can support with subject development, sharing best practice, updating any national guidance/training, LA trends.

Safeguarding lead will be responsible for – checking policy for safeguarding compliance and deal with safeguarding matters should they arise.

Parents carers will be responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

### **Legislation (statutory regulations and guidance)**

As of September 1<sup>st</sup> 2020 we have been teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- Children and Social Work Act (2017)

### **Curriculum Design**

Our RSE program is an integral part of our whole school PSHE provision. It also is supported by statutory requirements as set out in the National Curriculum for Science. Details of our curriculum can be viewed via our school curriculum planning on the school website. We use a variety of approved resources and external visitors to deliver our RSE Health & Relationships curriculum. The curriculum model we use is based upon best practice as established by national organisations such as PSHE Association, Sex Education Forum, Brook Advisory Service, and the School Nurse Service. This will ensure that our delivery is age and stage relevant. Our approach will ensure inclusivity as part of our school ethos. We will ensure differentiation within delivery as outlined in our school Teaching and Learning policy. Pupils will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These will vary depending on topic and year group. Please refer to our curriculum map for PSHE.

Teachers will build on the foundation of Relationships Education taught in Primary school. As pupils grow up, and at the appropriate time they will extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

**A curriculum map can be found on our website that details the topics to be covered each half term.**

Because of our curriculum planning Relationships and Sex Education should empower the pupils at our school to:

- *Develop confidence in talking, listening, and thinking about feelings, emotions and relationships*
- *Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.*
- *RSE can assist and support parents in the difficult and changing role of educating their children about relationships and sexual matters.*

- *Pupils will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they will be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.*
- *Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will recognise that the content is relevant to them and their developing sexuality.*
- *Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner.*
- *Pupils will be well informed about the full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.*

### **Safe and Effective Practice**

We will ensure a safe learning environment by following our school. Staff will be trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions anonymously. All staff will be supported by pre-prepared resources, training in the delivery of resources, supported by internal and external staff e.g. PSHE Lead, Safeguarding Lead, and SLT.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom (or the school's RSE policy), provision would be made to meet the individual child/young person's needs. This may involve referring the child/young person back to their (parent/carer, School Nurse, or an external agency like a young person's health drop-in service, Walk in Centre or their Dr for an answer or seeking advice from the PSHE Lead, Principal or Safeguarding Lead/officer. During PSHE lessons and discussions staff will establish clear ground rules with pupils to ensure pupils feel safe, listened to and supported.

When teaching about gender issues, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these will be that the applicable law will be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. This will be taught with consideration to the Equality Act 2010.

### **Safeguarding**

All staff will be trained in 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. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching, teachers

will consult with the designated safeguarding lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors to the school linked with the delivery of PSHE/RSE sessions will be familiar with and understand the school's RSE policy and work within it as they will be sent a copy as part of the teaching agreement. As part of school entry to site, all visitors will be shown a copy of the safeguarding visitor policy and signed into school with appropriate identification. All materials will be required to be viewed by the PSHE lead to ensure that they comply with the relevant school policies and as per Safeguarding policy, visitors are supervised/supported by a member of staff.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on to the Designated Safeguarding Lead (Claire Gleeson) if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The DSL will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need.

Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. 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. We will respond to parental requests and concerns and will take specialist advice where necessary.

Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly. Thomas Telford UTC will address the physical and emotional damage caused by female genital mutilation (FGM). Our pupils will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, our pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Thomas Telford UTC will be mindful that for our pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

## **Engaging Stakeholders**

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Talking with their children about feelings and relationships

We will endeavour to make as much information as possible available to support parents in to encourage full involvement.

As of 1st September 2020, parents have the right to withdraw children from any sex education (but not the health and relationships education) that is not part of the National Curriculum Science programme. We 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, we will make arrangements to provide the child with sex education during one of those terms.

As a school we have taken measures to ensure that by developing sensitive, inclusive policies and practices, and teaching within the agreed framework of our policy, we aim to reassure parents and prevent children from missing aspects of the work. Should any parents request the right to withdraw their child from RSE education we would encourage them to make an appointment with the Headteacher/PSHE lead to discuss any concerns they may have with the curriculum. Any student whose parental request has been approved will be withdrawn from the programme and will be taught elsewhere in the school; either on an individual basis in RSE or a different subject as pre-arranged. Personal and/ or specific issues relating to individual students will be referred to his/her teacher and dealt with on a one to one basis considering confidentiality and child protection procedures.

We welcome parents' comments at any time on this policy or the teaching emanating from it.

Any complaints about the content or delivery of RSE should be addressed to the Principal.

### **Monitoring and Evaluation**

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating RSE, (part of the PSHE co-ordinators role), who will monitor the impact of the policy on children's learning, and report to SLT, who will assist the Principal to report to the governing body. All monitoring will follow school policy.

### **Student voice in determining curriculum.**

Throughout RSE lessons, students will have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down to ensure inclusion of all students.

Pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as when and they voice concerns. Students will be able to voice opinions on resources/ external agencies used and whether, on reflection and where applicable, the curriculum addressed their needs during previous years.

**Policy review date**

This policy will be reviewed in the 2023/2024 academic year to ensure compliance with new statutory guidance. Following this review, it will be reviewed biannually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.