

# RSHE Policy



# Relationships, Sex and Health Education (RSHE) Policy

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## **Statement of Intent**

Petty Pool Vocational College (PPVC) is committed to ensuring that all our learners receive the appropriate provision to improve their knowledge and understanding of sex, health and relationships. Young people face complex pressures and dilemmas in developing mature relationships and need to face such tasks confident in their factual knowledge, as well as being given the opportunity to discuss and shape their feelings and attitudes.

We are clear that parents and carers are the prime educators for children on many of these matters and PPVC will compliment, reinforce and build on what our young people learn at home which will support their personal development and pastoral needs. We will shape the curriculum according to the needs of our learners and our community.

## **Aim and Purpose**

Relationships, Sex and Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, friendships and social relationships, sex, human sexuality, LGBTQIA+ and sexual health. It should equip young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Learning about sexuality and relationships is a lifelong process and PPVC recognises that parents and carers are the key figures in helping their children to cope with the emotional and physical aspects of growing up and the challenges and responsibilities which sexual maturity brings.

The RSHE curriculum at PPVC will enable learners 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, gender identity and transgender issues.
- Know about the law in relation to consent, sex, online communication and sharing sexual images and Female Genital Mutilation (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.

### **Definition**

RSHE is learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health. It should equip young people and vulnerable adults with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing.

It has three main elements:

**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.

**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.

**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.

### **Curriculum Delivery**

RSHE is delivered in a balanced and sensitive manner, within a moral and caring framework. This is intended to complement and support the role of parents. PPVC adopt a whole college approach to RSHE, where we work continuously through informal opportunities as well as the formal RSHE curriculum that has the following interconnected areas at the heart of its learning:

1. Personal care and hygiene
2. Relationships and sex education
3. Appropriate behaviour, including addressing sexualised behaviour
4. Safeguarding and the law
5. Physical health and mental well-being

The RSHE curriculum is delivered through an age-appropriate, tailored approach where every opportunity is taken outside of RSHE lessons to support and personalise the learning to their own relationships, behaviours and maturation. PPVC's holistic approach to RSHE can be evidenced as part of:

- Tutorial time provision.
- Independent Living/Healthy Lifestyle curriculum.
- Small intervention groups where needs arise.
- Pastoral and Welfare interventions.
- Guest speakers and presentations.
- Sessions from visiting agencies (small groups).

Teaching RSHE to meet the individualised needs of our learners is a skilful job. We understand and appreciate the connection between RSHE and Safeguarding and we know that our learners are the most vulnerable in society. Teachers have been trained appropriately to deliver to deliver the content and make the most difficult of concepts accessible to our learners. Delivering differentiated, personalised learning experiences is what they do all day, every day.

**Accessibility and Personalisation** - PPVC will ensure that RSHE will be accessible for all learners. This is particularly important when planning teaching for learners with special educational needs and disabilities as they represent all our learners. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

**Awareness of Vulnerability** – PPVC will be aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education will also be a particular priority for some of our learners, for example some with Social, Emotional and Mental Health needs or learning disabilities. These factors should be taken into consideration when designing and teaching these subjects.

**Tailored Content** – We do not adopt a 'one size fits all' approach to the delivery of RSHE at PPVC. There will no doubt be a need to tailor content and teaching to meet the specific needs of our learners at different developmental stages.

### **Content**

RSHE 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 RSHE.

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

PPVC will play a crucial role in preventative education. Preventative education is most effective in the context of a whole- college approach that prepares our learners for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. PPVC has a clear set of values and standards, upheld and demonstrated throughout all aspects of college life. These will be underpinned by the PPVC's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. PPVC's RSHE programme is fully inclusive and developed to be age and stage of development appropriate, especially when considering the needs of learners with SEND and other vulnerabilities.

This program will tackle, at an age-appropriate stage, issues such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.

- Recognising an abusive relationship, including coercive and controlling behaviour.
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM).
- Accessing support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable.

RSHE will be delivered by Tutors and Learner Mentors 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 RSHE teaching programme, ensuring that resources are age appropriate and accessible to learners.
- Provide the visitor with an up-to-date copy of the college's RSHE 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.

Learning Mentors support individual learners to ensure that RSHE meets their individual needs.

### **Implementation**

- Learners are taught in their cohort groups. Occasionally, it may be necessary to split groups to address barriers to learning.
- Tutors set a group agreement or ground rules with learners to ensure that an atmosphere is created where learners 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 tutor. 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 learners. 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 learners 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 learners. 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 learners to participate and reflect on their learning such as role play, quizzes, pair and small group

work, mixing groups so that learners work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help learners gain confidence to talk and listen to each other.

- The RSHE policy reflects our equal opportunities policy, and the college ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to learners identified needs. Tutors ensure that the content, approach and use of inclusive language reflect the diversity of the college community, and help all learners feel valued and included, regardless of their gender identity, sexual orientation, ability, disability, experiences and family background.
- Where needed, RSHE is personalised to meet the needs of learners and specialist resources may be used to respond to their individual needs. In some cases, learners have individual support or work in small groups with a Learner Mentor.
- Tutors do not offer individual learners' advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- Tutors are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSHE 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, bi-phobic 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 diverse families is part of RSHE and we aim to reflect the broad range of experiences amongst learners and ensure all learners feel their family is valued.
- We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships, for family life and bringing up children.

### **Training staff to deliver RSHE**

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

Training includes:

- Sequencing - 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.
- Specialist training to deliver Sex Education.

## **Rationale**

Why we deliver RSHE:

- 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.

## **Values promoted through RSHE**

PPVC believe that learners 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 behaviours for all relationships. RSHE at PPVC is taught in line with the Equality Act and Public Sector Equality Duty (PSED).

RSHE 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 and civil partnerships, for bringing up children.
- RSHE 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 learners based on their individual personal circumstances.

PPVC will accurately state the facts about marriage of same sex couples under the law of England and Wales, in a way that is appropriate to the age and level of understanding and awareness of the learners. When teaching about marriage PPVC will do so in a sensitive, reasonable, respectful and balanced way. Teachers at PPVC are subject to professional requirements, the college curriculum, college policies, and anti-discrimination duties towards colleagues and learners.

PPVC will teach learners based on facts which will enable learners to develop an understanding of how the law applies to different relationships. PPVC teachers will have regard to statutory guidance on sex and relationship education, and meet duties under equality and human rights law.

### **Confidentiality, Safeguarding and Child Protection**

Although RSHE is not about personal disclosures and personal issues, it is possible that a learner may disclose personal information. Staff understand that they cannot promise learners absolute confidentiality. Although staff cannot offer unconditional confidentiality, learners 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 staff are concerned in any way that a learner is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the college's Safeguarding Policy.

PPVC has a whole-college approach to developing a culture where all kinds of sexual harassment and online sexual abuse are recognised and addressed. We create an environment where staff model respectful and appropriate behaviour, where learners are clear about what is acceptable and unacceptable behaviour, and where they are confident to ask for help and support when they need it. Central to this should be a carefully planned and implemented RSHE curriculum, NAPPI interventions to tackle inappropriate behaviour and provide support for our young people who need it, training and clear expectations for staff and governors, and listening to learner voice.

College leaders create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

PPVC assume that sexual harassment and online sexual abuse are happening in our setting, even when there are no specific reports, and put in place a whole-college approach to address them. This includes:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that young people tell us they find particularly difficult, such as consent and sharing inappropriate images.
- high-quality training for teachers delivering RSHE.
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse.
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.
- working closely with external agencies in the area where we are located so they are aware of the range of support available to young people who are victims or who perpetrate harmful sexual behaviour.
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with external agencies.
- training to ensure that all staff (and governors, where relevant) are able to better understand the definitions of sexual harassment and sexual violence, including online sexual abuse; identify early signs of peer-on-peer sexual abuse and consistently uphold standards in their responses to sexual harassment and online sexual abuse.

PPVC upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSHE in the classroom they are bound by the college's RSHE policy.

### **External Agencies**

PPVC works productively with a range of external and expert agencies in order to ensure that our curricular coverage of RSE is as effective and engaging as possible. These external agencies have included NATSPEC, NAPPI, NSPCC, Cheshire Police, Learning Disability Nurses, Virtual Schools and Cheshire College South & West. PPVC continually seeks opportunities to build links with appropriate external providers of RSE to enrich our provision.

### **The Right to Withdraw**

PPVC hopes that all parents/carers will allow their young person to participate fully in RSHE. However, those parents who are unable to give such permission should write to the Director of Education stating that they wish their young person to be withdrawn from Sex Education aspect of the RSHE curriculum, informing PPVC of their reasons. There is no right to withdraw from Relationships Education or Health Education. PPVC will discuss the request with parents and, as appropriate, with the learner to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. PPVC will document this process to ensure a record is kept.

### **Communication**

We place the utmost importance on responsibility of learners 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 RSHE in year on the college website.
- Providing materials and resources to use.
- Discussing individual concerns.

Learners, parents and carers are made aware of any withdrawals from Sex Education. Even if withdrawn from aspects of RSHE lessons, should learners ask questions at other times, these questions will be answered honestly by staff. Staff are made aware that withdrawal information is recorded within Databridge.

### **Sharing of Resources at Home**

PPVC will ensure that, when we consult with parents, we provide examples of the resources that we plan to use. This will hopefully be reassuring for parents and enable them to continue the conversations started in class at home.

### **Assessing RSHE**

Learners progress in learning is based on assessment involving tutors, the pastoral team and teaching support staff alongside learner self-assessment.

PPVC has the same high expectations of the quality of learners' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge learners have previously acquired, including in other subjects, with regular feedback provided on learner progress.

PPVC's lessons will be planned to ensure that learners of differing abilities, including the

most able, are suitably challenged. Teaching will be assessed, and assessments used to identify where learners need extra support or intervention.

### **Monitoring and Evaluating RSHE**

Leaders and Managers monitor tutors planning and work with staff to monitor delivery of RSHE sessions being taught.

Learners and staff are involved in evaluating the RSHE teaching programme as part of parent/carer feedback activities.

Key aspects of Relationships Education, RSHE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of learners' personal development, behaviour and welfare; and learners' spiritual, moral, social and cultural development.