



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Date of Policy	September 2023
Reviewer(s)	Assistant Principal Pastoral
Approved by	Principal
Next Review Date	September 2024

Contents

RELATIONSHIPS.....	1
And SEX EDUCATION.....	1
(RSE) POLICY.....	1
AIM.....	3
CONTEXT.....	3
PARENTAL CONSENT.....	4
TEACHING METHODS.....	4
INDUCTION.....	4
ASSEMBLIES.....	5
PROGRESS.....	5
ASSESSMENT.....	5
STUDENT COUNCIL.....	6
OUTCOMES.....	6
APPENDIX A – RSE LETTER TO PARENTS.....	7
Appendix b - PSHE & RSE 2-year course overviews.....	8

AIM

The aim of the RSE policy is to detail how the School meets its legislative and regulatory responsibilities with respect to RSE, by clearly stating the way in which it is delivered; tailored to the school's specific context.

The policy aims to:

- ensure that students understand positive relationships and how to recognise where these exist, as well as relationships where this is not the case.
- to cover the topics in a way that allows students opportunity to discuss areas of navigating the social world in a safe context with moral boundaries.
- to ensure that students are aware of the nature of consent in relationships and feel empowered to act in ways that they recognise as exploitative.
- to ensure that students are aware of PREVENT measures and the dangers of face to face as well as online coercion.

CONTEXT

The school rarely operates with fewer than 50 different nationalities within its student community. This situation involves a significant variation in cultural and faith systems. Fundamentally these aspects affect expectations, values and choices. The UK government recommends nearly 100 learning opportunities for a robust and comprehensive personal development curriculum; RSE alone accounts for approximately one third of these. After consultation with the PSHE Association, these learning opportunities have been considerably woven into 2-year schemes of work for both junior and senior cohorts.

With an increasingly complex world in which UK safeguarding is considered one of the safest and most stringent, the RSE curriculum provides a safe place to explore a wide variety of mature concepts, vetted as relevant and appropriate for discussion. Laws regarding aspects of relationship and sexuality are also varied between nationalities. This adds a layer of complexity to the teaching of RSE. It is important at the outset to clarify contextualised UK law as a base from which to work. It is of significance that in many instances, discussion regarding sexuality and identity will be of a nature that many of our students have not encountered before.

Parental consent for student involvement in RSE activities is sought with an explanation of the delivery within the Personal Tutor sessions.

The delivery of the RSE content carefully considers the cultural backgrounds and different belief systems of the student body. Through open dialogue the school attempts to build an atmosphere of inclusive discussion and tolerance. Students are encouraged to recognise that it is not necessary to always share beliefs but is necessary to show respect to others and their beliefs [where they are not

hurting anybody], as well as to abide by law. From student induction the student body is encouraged to recognise that the school offers a clear support system for any concerns that students may have.

The curriculum includes introducing students to a range of aspects of healthy relationships, within the UK law framework, and the links this has to wellbeing and self-esteem. The delivery also aims to ensure that a culture of discussion, as well as allowing issues to be raised anonymously, exists. The school aims to cultivate an atmosphere where students develop good decision-making skills, resilience and confidence through understanding and questioning.

PARENTAL CONSENT

At the outset of the academic year, all parents are sent a letter outlining the RSE scheme of work and giving opportunity for them to opt out of specific PT times, during which PSHE and RSE are delivered, should they wish (see Appendix A).

TEACHING METHODS

The expectation is that all teaching staff will be involved in the delivery of RSE. Supervision, training and guidance are provided by the Pastoral and Welfare Teams, comprising Personal Tutors, the Designated Safeguarding Lead (DSL) and Deputy DSLs, the Medical Team, House Pastoral Directors, Assistant Principal Pastoral and Mental Health Lead. It may be necessary as part of life skills, delivered by the Boarding team, that RSE topics are covered. At times the program delivery involves the use of outside speakers as well as relevant departmental teachers. The Personal Tutors (all subject teachers and tutors) deliver the scheme. Personal Tutors are asked to undertake formative and summative work with their groups. On occasion where they have specific knowledge a Personal Tutor or subject teacher may deliver an assembly on a topic area for example, International Women's Day, Diwali, Eid and other celebrations.

The delivery of material is divided into Junior and Senior cohorts (see Appendix 2). Some topic delivery may be taught specific to gender in each of the key stages.

The House Pastoral Directors (HPDs) are actively engaged in professional development around the personal development areas to enhance their delivery of the topics as well as to enhance their skill and subject knowledge. From their own training and experience, HPDs deliver training to their teams.

INDUCTION

During induction students are introduced to the PSHE & RSE curriculum (Appendix 2). This takes place during twice weekly PT time, with opportunities for further exploration and contextualisation, delivered in other curriculum areas. These talks are delivered relevant to age group. The material used is placed onto the House CANVAS pages and includes opportunities for students to check their understanding and reflect on the meaning of the areas discussed.

Induction also includes a presentation, given by the Welfare Team, introducing the “everyone’s invited” campaign, its cause, and the responses being enacted to address the issues raised. We actively engage with ‘Everyone’s Invited’ to raise awareness and develop a strong and fair culture of respect and transparency. Students are introduced to the school’s open conversation environment where difficult subject matter can be openly discussed, confident that everyone’s contribution is respected, so that the issues can be properly explored. Alongside this, students are introduced to the school’s welfare policy and procedures.

ASSEMBLIES

Themed assemblies are used to introduce key messages and address current affairs where appropriate, for example, topical online safety, anti-bullying and mental health issues. On occasion these assemblies are used as the medium through which we respond to incidents as part of the wider set of mitigating measures identified through post incident risk assessment. Assemblies are run by a variety of staff members which may include the Principal, SLT, HPDs, classroom teachers or House Leadership teams. Students may also run assemblies to showcase their work, celebrate achievement or raise awareness about issues affecting the community.

PROGRESS

In our unique context, measuring progress can be challenging. Students of different ages (13y/o - 22y/o) arrive with vastly differing levels of knowledge. Additionally, the 2-year schemes of work over which the PSHE and RSE curriculums are delivered, are often too long for individual students who may leave after 1 year, or indeed one term. Students may also join halfway through the year. After consultation with The PSHE Association in 2022, we have implemented a system which challenges students to show what they know at the start of sessions, then develop their learning and address misconceptions as lessons progress. With PSHE & RSE being timetabled twice per week, the second session builds upon the first, providing supervised, guided, independent learning opportunities for students to extend their knowledge of that week’s topic.

ASSESSMENT

The assessment of RSE aims to show engagement and understanding from all the students. Each topic involves assessment. Ongoing formative assessment is used to monitor engagement and understanding. To formally assess learning over time, students are summatively assessed on that half term’s topics during the final week of term. They identify subject knowledge weaknesses and complete tasks to address these.

STUDENT COUNCIL

The Student Council comprises House Captains [or Vice House Captains in their absence], representatives from House Activity Leads, Mental Health Ambassadors, as well as reps from the Diversity Committee, who work together on behalf of the students, displaying mutual respect, transparency and advocacy. The School encourages students to form committees. Each committee has a connected adult, but emphasis is placed on the students developing their own ideas. The Student Council also has a key role in providing all students with a voice. Each House has a leadership group, who among other responsibilities, gather student voice from House Reps to represent their views, sharing them with the Student Council. These are then fed back to the respective House Pastoral Directors and SLT and shared with the student body via House Matters (a half termly House gathering), online and through bulletins.

OUTCOMES

Through the delivery of the RSE scheme of work, it is the aim of the School to promote physical, emotional, and mental wellbeing in students, including the creation and maintenance of healthy relationships. The scheme is designed to be delivered over two years to ensure that the coverage reaches most of the student population during their period of study. The school aims to encourage and facilitate integrity, kindness and resilience, and reinforces our Worthgate Characteristics. Students will be given the opportunity to have their best work showcased, for others to appreciate and to role model celebrating effort and achievement.

APPENDIX A – RSE LETTER TO PARENTS

Dear Parents and Carers,

As a part of your child's education at The Worthgate School, we promote personal development and wellbeing through a comprehensive Personal, Social, Health and Economic (PSHE) as well as Relationships and Sex Education (RSE) programmes. PSHE (including RSE) is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that starting September 2023, your child's class will be taking part in lessons which will include topics from the Relationships and Sex Education (RSE) aspect of the programme. Under UK law, it is mandatory that broad and robust PSHE and RSE curriculums are offered to students.

RSE lessons in 2023-2024 will include: Healthy & respectful relationships, Living & learning in a multi-cultural society, Diversity & discrimination, Antbullying, Consent, Safe sex, Sexual harassment, Laws regarding sharing of semi-nude or nude material, First aid, Mental health and happiness, Self-care [inc. Sleep and Nutrition], Managing financial risk and Developing independence.

All PSHE and RSE content will be delivered highlighting British Values and Social, Moral, Spiritual and Cultural aspects. Students will have opportunities to explore preparing them for healthier relationships of all kinds in the modern world. PSHE and RSE are taught throughout the school in every year group and are monitored and reviewed regularly by the staff and governing body.

Please contact us for more detail about our Personal Development curriculum. All PSHE teaching will take place in a safe learning environment and is underpinned by our school ethos and values with particular attention given to cultural perspectives. As a school community, we are committed to working in partnership with parents. If you would like to find out more or discuss any concerns, we invite you to contact studentcommunications@worthgateschool.com to arrange a discussion with one of our Pastoral Leads.

Yours sincerely,

APPENDIX B - PSHE & RSE 2-YEAR COURSE OVERVIEWS

KS4 (Year 1) Junior PSHE Outline 2022-2023

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Week 1	Induction	Gender and Trans Identity LGBT+	Managing Conflict Successfully	Harassment and Stalking	Forced and Arranged Marriages
Week 2	Elective Fair. House Launch	Same sex relationships (LGBT+)	Managing Social Anxiety	Revenge Porn	Parenting Styles and Types
Week 3	Healthy Relationships – to be replaced	Hate Crime	Suicide	International Women's Day	Relationships with Role Models
Week 4	Community Cohesion	Antisocial Behaviour	Grief and Bereavement	Social Media and Self- Esteem	Binge Drinking
Week 5	Sexism. Gender Prejudice & 'Everyone's invited'	Crime, Gangs, County Lines.	Progress review and assessment	Internet Safety	Homelessness
Week 6	Racism	British values – Criminal Justice System		Progress review and assessment	Living Sustainably
Week 7	Progress review and assessment	Progress review and assessment			Fake News and Critical Thinking
Week 8					Choosing a Career
Week 9					Progress review and assessment

Total = 33 weeks including induction week.

Relationships (RSE)	
Living in the Wilder World	Tattoos and Piercings. Money Laundering. Religion and Terrorism – to be added to year 2 for Juniors.
Health and Wellbeing	To be added for next time: Study skills (the power of mind and memory) – week 2 Time Management - week 3

KS4 (Year 2) Junior PSHE Outline 2023-24

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Week 1	Induction + Electives Fair	Relationship types and sexuality	Relationships Break Ups	Bullying. Body Shaming	Perseverance and Procrastination
Week 2	The Law	Consent. Rape. Sexual Abuse.	Positivity and Happiness	Obesity. Body Positivity	First Aid
Week 3	Why is PSHE important?	Chem Sex. Safe Sex	The Importance of Sleep and Relaxation	Gambling, Addiction and Online Gaming	Risk Taking
Week 4	Multiculturalism	What is Good Sex?	Revision skills	Internet Safety – The Dark Web	Personal Safety
Week 5	Diversity and our Identities	Fertility and Reproductive Health Issues	Progress review and assessment	What is Cyber-crime?	Right Wing Extremism
Week 6	Privilege	Fertility and Reproductive Health Issues		Progress review and assessment	Globalisation
Week 7	Progress review and assessment	Progress review and assessment			Plastic Pollution
Week 8					Animal Rights and Sustainability
Week 9					Progress review and assessment

KS5 (Year 1) Senior PSHE Outline 2022-2023

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Week 1	Induction	Sex, Gender and Identity	Plagiarism	Digital Footprint	First Aid, CPR
Week 2	Elective Fair, House Launch	Date Rape inc. 'Everyone's invited' and Sexual Assault	Importance of Relaxation	Feminism and Gender-based Attitudes	Critical Thinking and Social Justice Issues
Week 3	Healthy Relationships – <i>to be reviewed/replaced</i>	Miscarriage, Unplanned Pregnancy and Adoption	Addiction and Substance Abuse (class A & B)	Feminism and Gender-based Attitudes	Critical Thinking and Social Justice Issues
Week 4	Role models/Cultural Appropriation – <i>to be reviewed/replaced</i>	Honour-based Violence	Addiction and Substance Abuse (class C & prescription)	Cosmetic, Plastic Surgery and Aesthetic Procedures	Homelessness
Week 5	Free Speech and Hate Speech	Religion and Terrorism	Progress review and assessment	Tatoos and Piercings	Personal Presentation and Interview Skills
Week 6	Free Speech and Hate Speech	Money Laundering		Progress review and assessment	Computer Literacy and Employment
Week 7	Progress review and assessment	Progress review and assessment			Employment Options and Careers
Week 8					Careers in the Core and STEM Subjects
Week 9					Progress review and assessment

Total = 33 weeks including induction week,

Relationships (RSE)	
Living in the Wilder World	Tattoos and Piercings, Money Laundering, Religion and Terrorism, Homelessness – added from Junior PSHE.
Health and Wellbeing	First Aid – CPR, Digital Footprint, - added from Junior PSHE.

KS5 (Year 2) Senior PSHE Outline 2023-2024

	Autumn Term 1 Inclusion & Diversity	Autumn Term 2 Health & Relationships	Spring Term 1 Self-care	Spring Term 2 My Future	Summer Term Being Me
Week 1	Induction + Elective Fair	Controlling and Coercive Relationships	Sex in the Media and Body Image	Social Media Issues	Dealing with Stress and Anxiety
Week 2	The Law & House Leadership	Readiness for Sex	Emotional Well-being throughout Life	Positive and Toxic Masculinity	Call-Out Culture
Week 3	Multiculturalism	Online safety – relationships and cyber bullying. <i>13-17 Nov Anti-bullying Week</i>	Healthy Eating	Neurodiversity <i>Neurodiversity Week 13-19 March</i>	Online Sub-cultures
Week 4	Cultural Appropriation	STIs, Clinics, Advice and Sexual Health	Exercise and Obesity	Revision skills <i>Revision Skills Workshop - TBC</i>	Fake news and critical thinking
Week 5	Prejudice & Ageism <i>Black History Month</i>	Drugs, Drinking, Festivals, Clubbing and Parties <i>28th Nov – 'Everyone's invited'</i>	Progress review and assessment	Focus on CMHW '24 theme <i>Children's MH Week 5-11 Feb</i>	Living with Climate Change <i>MH Awareness Week 13 -20 May</i>
Week 6	World Mental Health Day 10 th Oct - 'HelloYellow' event	Work Ethic, Motivation, Communication		Progress review and assessment	Careers, Personal Skills and Qualities
Week 7	Progress review and assessment	Progress review and assessment			Personal Finance
Week 8					Loans and Financial Risks
Week 9					Progress review and assessment