



Personal, Social, Health and Education (PSHE)  
and Relationships and Sex Education (RSE)  
Policy

**Policy adopted by the Full Governing Board: 16 April 2024**

Policy review date: See Policy Amendment Record

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## **Rationale and Ethos**

This policy covers our College's approach to the teaching of Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE). It was produced by the PSHE Lead through consultation with parents, students, local service providers and governors.

## **Dawlish College Curriculum Intent**

At Dawlish College, we believe that our high-quality PSHE and Relationships and Sex Education will stay with our students for life. RSE is not about encouraging teenagers to become sexually active, nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Dawlish College, our PSHE curriculum, including our RSE program, will:

- Be age-appropriate and differentiated to the needs of ALL students
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of loving relationships, rooted in mutual respect
- Ensure that BAME, LGBTQ and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of healthy and unhealthy relationships
- Allow students to examine the physical and emotional implications of their behaviour
- Make students aware how and where to seek help when needed
- Prepare students for the journey from adolescence to adulthood
- Provide students with a safe environment to learn about sexual orientation and gender identity
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- Place paramount importance on online safety and the risks of using social media and the internet.

## **Roles and Responsibilities**

### **The Governing Board**

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the (non-statutory/non-science) components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Jen Carr (Assistant Headteacher) is responsible for leading RSE/Personal Development at Dawlish College.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Legislation (Statutory Regulations and Guidance)

From September 2020, the guidance document 'Relationships Education, Relationships and Sex Education and Health Education (RSHE): statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' became statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE). Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

See Appendix 1 for further information on curriculum content.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf)

The PSHE/RSE policy supports and complements the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Mental health and Well-being Policy

Documents that inform the College's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

## Curriculum Design

We ensure PSHE and RSE is matched to the needs of our students by regular student-voice questionnaires. These are taken in line with the whole College quality-assurance plan. Our PSHE curriculum, which includes our RSE programme, is planned and delivered through two weekly 30-minute lessons to all students in Years 7–10. PSHE is taught through a range of teaching methods and interactive activities, including role play, group and class discussion, online programs, student-led research, developing understanding of key terms and tier 3 vocabulary.

Lessons are adapted and scaffolded to ensure that all learners can access and benefit from the PSHE curriculum through consultation with the College SENDCO. A strong emphasis is placed on the development of social and communication skills; this often allows students with literacy needs to be successful through verbal input. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our College values.

Students are encouraged to reflect on their own learning and progress by creating a mind map at the start of each unit in response to the key question for that unit. This is revisited at the end of the unit so that students can add, in purple pen, any new learning.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (Families can include single-parent families, LGBTQ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures.) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

**A Curriculum Overview can be found in Appendix 1**

## **Safe and Effective Practice**

We will ensure a safe learning environment by consistently applying the Dawlish College lesson expectations, with special emphasis on respect and listening. Distancing techniques, such as case studies and examples, are used to limit the distress that may be caused to students who are personally affected by the topics covered.

All PSHE classes are seated according to the decision of the teacher. These seating plans are an important tool as they identify students who have SEND and who are disadvantaged, allowing the teacher to support the students in these key groups in their understanding.

During the RSE units students are permitted to move into gender-based groupings in order to feel comfortable when discussing sensitive topics.

Students' questions will be answered by Personal Development teachers in a sensitive and honest manner. Where the teacher feels unable to answer the question, they will refer the student to the PSHE lead or to student support.

During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

All staff teaching PSHE/RSE will be supported by the PSHE Lead, the College Designated Safeguarding Lead and the Inclusion Lead.

## **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 headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and that the resources they intend to use are:

- age-appropriate
- in line with pupils' developmental stage

The resources must comply with:

- this policy
- the Teachers' Standards
- the Equality Act 2010
- the Human Rights Act 1998
- the Education Act 1996

We will:

- only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- review any case study materials and look for feedback from other people the agency has worked with.

The external agency must be clear on:

- what they're going to say.
- their position on the issues to be discussed.

We will:

- ask to see in advance any materials that the agency may use.
- know the named individuals who will be in attendance and will follow our usual safeguarding procedures for these people.
- conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- check the agency's protocol for taking pictures or using any personal data they might get from a session.
- remind teachers that they can say 'no' or, in extreme cases, stop a session.
- make sure that the teacher is in the room during any sessions with external speakers.
- share all external materials with parents and carers.

We won't, under any circumstances:

- work with external agencies that take or promote extreme political positions.
- use materials produced by such agencies, even if the material itself is not extreme.

### **Safeguarding**

Teachers are aware that effective PSHE and RSE, which brings an understanding of what is and what is not appropriate in many aspects of young lives, including relationships, can lead to a disclosure of a child protection issue. Teachers will consult with the Designated Safeguarding Lead or in their absence the Deputy Designated Safeguarding Lead. Teachers will seek to mitigate in-class disclosures through the establishment and reinforcement of consistent and supportive classroom rules. These are based on the whole-school lesson expectations with additional focus on respect. Class-based discussion will be carefully controlled and facilitated by the teachers to ensure that students do not share personal experiences in class. Where needed students will be stopped and invited to discuss sensitive topics with the teacher supported by the pastoral team.

Visitors/external agencies which support the delivery of RSE will be required to sign in, have an up-to-date DBS, not be left alone with students and report any disclosures to the DSL or PSHE Lead.



## Engaging Stakeholders

Parents are informed about the policy through the College website, regular email updates and the parent forum. The policy will be available to parents through the College website. We are committed to working with parents and carers by taking feedback on this policy. We work closely with them to ensure that they are fully aware of what is being taught and provide additional resources and support through the College website and annual parent and carer forums on PSHE and RSHE.

We will notify parents and carers when Relationships and Sex Education will be taught, whether as part of the PSHE or as a workshop on drop-down days, by sending an email or letter to the parents and carers of all students concerned.

## Right to Withdraw your Child

Parents and carers do not have the right to withdraw from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child to take part in some or all of the Sex Education lessons they can ask that they are withdrawn. The Headteacher of Dawlish College will consider this request and discuss it with the parents/carers, and will grant this in all but exceptional circumstances, up until three school terms before the student turns 16. At this age, the child can choose to receive Sex Education if they would like to, and Dawlish College will arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Governors will review the RSE policy and be informed about the curriculum through Governor meetings.

Students will be consulted regularly through student voice questionnaires as part of the College quality-assurance process, feedback after each drop-down day and also through the student leadership system.

## Monitoring, Reporting and Evaluation

### Monitoring arrangements

The delivery of RSE is monitored by Jen Carr, Assistant Headteacher, through planning scrutinies, learning walks, book checks, and student, parent and staff feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jen Carr annually. At every review, the policy will be approved by the governing board.

Students will have opportunities to review and reflect on their learning during lessons when completing their progress mind maps in their personal development books.

## POLICY AMENDMENT RECORD

Date	Reviewed by	Nature of change	Date of next review
16.4.2024	Jenn Carr, headteacher, LGB	Updated to reflect current legislation and terminology.	Annually or sooner as required. Next review April 2025.

## Appendix 1: Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Health &amp; Wellbeing</b>	<b>Health &amp; Wellbeing</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Relationships</b>	<b>Relationships</b>
<b>Year 7</b>	<b>How can I feel better about myself?</b> Transition to secondary school and personal safety in and outside school, including first aid.	<b>What keeps us healthy?</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM.	<b>What helps me to succeed?</b> Careers, teamwork, and enterprise skills, and raising aspirations.	<b>What are money risks?</b> Saving, borrowing, budgeting and making financial choices.	<b>What makes a good friend?</b> Self-worth, romance, friendships (including online) and relationship boundaries.	<b>How can other people affect me?</b> Diversity, prejudice, and bullying.
	<b>Health &amp; Wellbeing</b>	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
<b>Year 8</b>	<b>What can I do when life is difficult?</b> Mental health and emotional wellbeing, including body image and coping strategies.	<b>What is a healthy lifestyle?</b> Diet, exercise, lifestyle balance and healthy choices, and first aid.	<b>What are relationships?</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	<b>How can I deal with relationships?</b> Discrimination in all its forms, including racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia.	<b>What happens at the end of KS3?</b> Equality of opportunity in careers and life choices, and different types and patterns of work.	<b>What is Digital Literacy?</b> Online safety, digital literacy, media reliability, and gambling hooks.
	<b>Health &amp; Wellbeing</b>	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
<b>Year 9</b>	<b>What affects my identity?</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	<b>How can I look after my health?</b> Alcohol and drug misuse and pressures relating to drug use.	<b>What is a healthy relationship?</b> Families and parenting, healthy relationships, and relationship changes.	<b>How do I look after my sexual health?</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	<b>What are human rights?</b> Diversity, British Values, community cohesion and challenging extremism.	<b>Which career might be right for me?</b> Learning strengths, career options and goal setting as part of the GCSE options process, and employability.
	<b>Health &amp; Wellbeing</b>	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
<b>Year 10</b>	<b>How can I be resilient?</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	<b>What affects my health?</b> The influence and impact of drugs, gangs, role models and the media.	<b>What is identity and sexuality?</b> Relationships and sex expectations, myths, pleasure, and challenges, including the impact of the media and pornography.	<b>How is a family made?</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.	<b>What are the challenges to diversity?</b> Communities, belonging and challenging extremism.	<b>What is the world of work like?</b> Preparation for and evaluation of work experience and readiness for work.
<b>Assemblies</b>	Reading Wise, Celebration, Behaviour, Mental health awareness	We Work Together – Community, Introduction to work experience (y10), Challenging stereotypes, Enrichment	Options (Y9), Exponential growth, Intersectionality, Apprenticeships	Student leadership and democracy, International Women's Day, Science week, Autism acceptance, Enrichment	Pride, Women in engineering, Student leadership	Student leadership, Awards
<b>Drop down/external visitors</b>	Exeter College (y11), Jack Leslie Campaign	Samaritans, TCS Sixth Form (Y11)		'Girl on a Bike'		

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW:
Families	<p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>What marriage is, including its legal status, e.g. That marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships.</p> <p>The roles and responsibilities of parents/carers with respect to the raising of children, including the characteristics of successful parenting.</p> <p>How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); seek help or advice, including reporting concerns about others, if needed.</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage. (e.g. How they might normalise non-consensual behaviour or encourage prejudice.)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>

TOPIC	PUPILS SHOULD KNOW:
<p>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>The impact of viewing harmful content.</p> <p>That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours and can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p>
<p>Being safe</p>	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>The facts around pregnancy including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of, and facts about, testing.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>

### Appendix 3: Parent/Carer form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child:		Year group:	
Name of parent/carers:		Date:	
Reason for withdrawing from Sex Education within Relationships and Sex Education:			
Any other information you would like the school to consider:			
Parent signature:			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers:			