



Inspiring Optimistic Learners

Relationships and Sex Education Policy

Reviewed: September 2022	Next review due: September 2023
Governing Body Committee: HRFF	CLT contact: Cheryl Lockett Policy reviewed by Davina Bray PSHEe Lead
Policy adopted by the Governing Body on:	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
01	Introduction	D. Bray	Mission statement added PSHEe programme added Change to wording	15/11/21
02	Aims and Objectives	D. Bray	Peer on Peer abuse added	15/11/21
03	RSE Curriculum	D. Bray	Change to PSHE Association wording	15/11/21
04	Pages 6-9	D. Bray	Year group lesson information	15/11/21
05	Page 11	D. Bray	RSE content regularly updated	15/11/21
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I. Introduction and Context

The ethos of Torpoint Community College is to put the child at the centre of everything we do and the health and safety of the child is of paramount importance. Our school mission statement is ‘inspiring optimistic learners’; young people who are equipped for the opportunities, responsibilities and experiences of later life.

We therefore consider that education about Relationships and Sex is important for students; for their future health and safety and to enable them to make responsible, informed and healthy decisions both now and in the future. Relationship, sex and health education has been delivered at Torpoint Community College as part of the PSHEe programme for many years before September 2020, when the Department for Education made it compulsory for secondary schools. From September 2020 children can’t be withdrawn from statutory relationships and health education. Parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should state their wish to remove their child from such activities in writing to the Head Teacher.

Torpoint Community College is situated in the South-East of Cornwall and very much a part of the local community. A majority of students attending the college live in the Torpoint and Rame Peninsula with a number of students travelling from Plymouth via the ferry over the River Tamar. Although in recent years teenage pregnancy rates in the South East of Cornwall have fallen, Plymouth does have a higher rate of teenage pregnancies. Teenage attitudes to relationships and sex also continue to be a concern with rising STI rates in Cornwall and a higher than national average rate of smoking amongst pregnant women as shown by the regional health profiles.

Relationships and Sex Education (RSE), is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care for others and self. It is also about the teaching of sex, sexuality, and sexual health and where to find further information and support. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important that RSE fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. It must be respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be ‘emerging’.

2. Aims and Objectives

The aims and objectives of Relationships and Sex Education (RSE) at Torpoint Community College are to prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgments and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within relationships;

- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- understand about consent.
- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV;
- avoid being exploited or exploiting others;
- be aware of peer-on-peer abuse and how to report it
- avoid being pressurised into having unwanted or unprotected sexual activity;
- get confidential sexual health advice, support and, if necessary, treatment;
- know how the law applies to sexual relationships.

3. RSE Curriculum

Content and Organisation Key Stage 3: Years 7, 8 and 9

Torpoint Community College is a member of the PSHE Association and where possible teachers use PSHE Association Quality Assured Resources.

The content of RSE at Torpoint Community College is based on the RSE and Health Education statutory guidelines for teaching from September 2020. Our Key Stage 3 and 4 PSHEe curriculum has been fully mapped against the PSHE Association Programme of Study updated 2020. We aim to cover all the learning objectives – for relationships, health education and living in the wider world as laid out in the PSHE Association programme of study through our PSHE curriculum. (Please also see our PSHEe Policy). Students in years 7, 8 receive 1 PSHEe lesson a week and students in year 9 receive 1 lesson a fortnight. From September 2022, PSHEe is delivered mainly by staff from the Faculty of Sport and Wellbeing and appears as ‘Wellbeing’ on student’s timetables as this was considered a more holistic and easier to understand name for our students.

In KS3, RSE will cover the following subjects:

Year 7

Students consider:

- physical and emotional changes during puberty and adolescence (PSHEe and Science)
- human reproduction e.g., structures and functions of the human reproductive systems, fertilisation, pregnancy, birth – (year 7 Reproduction topic Science)
- how high-risk behaviours affect individuals and families (PSHEe)
- understanding why relationships including friendships need to be based on the principles for healthy relationships and what to do when friendships go wrong e.g., bullying (PSHEe)
- the issue of consent (PSHEe)

Year 8

Students consider:

- an introduction to contraception and introduction to where to find further help and support both in College and out of College such as the Brook Clinic (PSHEe)
- how to find out more about what the law determines as Sexual Activity and ages of consent
- the issue of consent (PSHEe)
- the nature and importance of marriage and stable relationships in bringing up children (PSHEe)
- the different types of relationships within families (PSHEe)
- unsafe touching and where to seek help when under pressure (PSHEe Year 9)
- the importance of sexual health both physically and emotionally and the possible consequences of unprotected sex
- the issue of consent
- different types of relationship between people of the same sex including civil partnerships (PSHEe)
- confronting discrimination such as homophobia (PSHEe)
- more Information on Contraception and how to find further advice and support from agencies such as Brook (PSHEe)
- the issue of FGM in health education within PSHEe
- awareness of peer-on-peer abuse

Year 9

Students cover a sequence of lessons with the following learning objectives. Brook deliver an assembly to year 9 students.

Students consider:

- different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- the difference between biological sex, gender identity and sexual orientation and to recognise that sexual attraction and sexuality are diverse
- how the media portrays relationships and the potential impact of this on people's expectations of relationships and that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
- the importance of trust in relationships and the behaviours that can undermine or build trust
- that everyone has the choice to delay sex, or to enjoy intimacy without sex
- how to safely and responsibly form, maintain and manage positive relationships, including online
- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- the services available to support healthy relationships and manage unhealthy relationships, and how to access them

- strategies to manage the strong emotions associated with the different stages of relationships
- how to safely and responsibly manage changes in personal relationships including the ending of relationships
- ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
- the legal and ethical responsibilities people have in relation to online aspects of relationships
- how to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- ways to access information and support for relationships including those experiencing difficulties
- that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help
- the law relating to sexual consent
- how to seek, give, not give and withdraw consent (in all contexts, including online)
- that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
- the impact of sharing sexual images of others without consent
- how to manage any request or pressure to share an image of themselves or others, and how to get help
- that intimate relationships should be pleasurable
- the communication and negotiation skills necessary for contraceptive use in healthy relationships
- the risks related to unprotected sex
- the consequences of unintended pregnancy, sources of support and the options available
- the roles and responsibilities of parents, carers and children in families and the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
- the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- to recognise when others are using manipulation, persuasion or coercion and how to respond
- to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- the impact of stereotyping, prejudice and discrimination on individuals and relationships
- about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- the need to promote inclusion and challenge discrimination, and how to do so safely, including online

- the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
- about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
- strategies to manage pressure to join a gang, exit strategies and how to access appropriate support
- motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

Content and Organisation at Key Stage 4 – Years 10 and 11

Year 10

Year 10 students cover RSE during their PSHEe/Wellbeing lessons. Where possible, we use Brook to deliver some RSE sessions to student. Students are signposted to use the Brook Sexual Health website and are reminded that Brook run a Sexual Health Clinic which is located in the Children’s Centre at the end of the College drive on Mondays – this is still currently closed due to Covid. (Use <https://www.sexualhealthcornwall.co.uk/> to find sexual health services and support that are open to support young people in Cornwall)

Content of RSE for Year 10 covered in PSHEe:

- the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them (PSHEe)
- the range of human sexuality and diversity of relationships and types of family, the concepts of biological sex, gender identity and sexual orientation, (PSHEe)
- how the media portrays young people, body image and health issues and how this links to self-esteem (PSHEe)
- the characteristics of emotional and mental health, and the causes symptoms and treatments of some mental and emotional health disorders (PSHEe)
- the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities (PSHEe)
- where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid (PSHEe), the consequences and responsibilities of becoming a parent (PSHEe)
- how HIV and other STIs affect the body (PSHEe)
- students in year 10 take part in sessions delivered by Brook
- the legal status of marriage, arranged and forced marriages (PSHEe)

Year 11

Year 11 students have one PSHEe/Wellbeing lesson per fortnight. Students consider positive and negative relationships, signs of emotional and physical abuse and controlling relationships as well as fertility issues, health awareness of issues such as self-examination and the menopause. In addition, some of the content will be covered in the Biology modules of the KS4 Science curriculum (for example hormonal control of the menstrual cycle, hormonal and non-hormonal methods of contraception, IVF and fertility issues is covered in the AQA Science Homeostasis and Response unit.). Brook will deliver an assembly to year 11 students.

Students consider:

- the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- to recognise when others are using manipulation, persuasion or coercion and how to respond
- the law relating to abuse in relationships, including coercive control and online harassment
- to recognise when a relationship is abusive and strategies to manage this
- the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- the way hormones control the body including the effects of the sex hormones (Science).
- promoting and controlling Fertility using drugs (Science).
- how sex is determined in humans (Science).
- how to take increased personal responsibility for maintaining and monitoring
- health including cancer prevention, screening and self-examination
- the different types of intimacy — including online — and their potential
- emotional and physical consequences (both positive and negative)
- about specific STIs, their treatment and how to reduce the risk of transmission
- how to respond if someone has, or may have, an STI (including ways to access sexual health services)
- to overcome barriers, (including embarrassment, myths and misconceptions)
- about sexual health and the use of sexual health services
- about healthy pregnancy and how lifestyle choices affect a developing foetus
- that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
- about the possibility of miscarriage and support available to people who are
- not able to conceive or maintain a pregnancy
- about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

Essential Skills students will learn in KS3 and KS4:

- Critical Reflection.
- Decision Making and Managing Risk.
- Developing Relationships and Working with Others.

4. Resources

In the delivery of RSE teachers use a variety of teaching methods and resources, including:

- Discussion
- Drama and role play
- Research and presentation
- Video and Power Point Presentations
- Outside Speakers

Teachers also use other teaching methods to enable students to learn about RSE which are age appropriate, taking into account the developmental needs of individual students. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used. We use the PSHE Association Quality Marked Resources including the Christopher Winter Project RSE resources and Brook teaching resources.

5. Dealing with Sensitive Issues

All PSHEe classes develop a set of ground rules for discussions at the start of each academic year in agreement with their teacher. The aim of the ground rules are to establish an environment of respect and collaboration so that students feel confident in able to discuss sensitive issues. The ground rules are reiterated and elaborated for the RSE lessons and at the start of any RSE activity or talk from an External Speaker. Staff also reminds students of the protocols in place for confidentiality and if a disclosure is made, the teacher must act in accordance to the College Safeguarding Policies.

The following are protocols for discussion-based lessons with students:

- no one (teacher or student) will have to answer a personal question and names are not used; (distancing)
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

6. Confidentiality

The aim of this part of the policy is to set out the school's position on confidentiality so that it meets the requirements of the:

- Data Protection Act
- The Children's Act
- The Schools Standard and Framework Act 1998
- Child Protection

Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that student to the designated safeguarding lead, DSL in school, or deputy DSLs, giving a value free report of the disclosure.

In cases where a teacher learns from an under 16 years old that they are having, or contemplating having sexual intercourse, the teacher will:

- encourage the student to talk to their parent or carer;
- encourage the student to contact the Health Centre to access contraceptive and/or other services.

Teachers will only have to report such disclosures where child protection issues are involved.

7. Parents and Carers

The College respects that parents and carers are the key people in educating their children about relationships and sex. Children want to talk to their parents about relationships and sex. The College will support parents through this policy in delivering this education.

From September 2020 children can't be withdrawn from relationships or health education. Please contact the Head teacher if there is a specific area of sex education that you do not wish your child to participate in so that alternative arrangements can be planned in advance to provide suitable work and supervision. Sex education is rarely delivered on its own as it is intrinsically linked to the importance of healthy relationships.

8. Implementation of Policy

The Governing body has overall responsibility for this RSE policy but should allow the Headteacher and staff to exercise their own professional skills in delivering the curriculum in accordance with this policy. Rather than being responsible for the detailed policy, its role is to check the content and organisation complies with the policy set by them.

All staff at Torpoint Community College are required to read, understand and are responsible for the implementation of this policy.

The PSHEe Lead will ensure that:

- all staff delivering RSE in PSHEe have adequate training and are comfortable with dealing with issues that may arise;
- RSE occurs in the school's curriculum according to the schemes of work for PSHEe;
- use of teaching and learning styles and materials are appropriate;
- the College programme of RSE is effective.
- the RSE content is updated regularly to keep it relevant to students need's and collect student voice to feedback on how to improve our RSE provision further.

9. Policy Monitoring and Review

This Policy will be reviewed annually by the Governing body, CLT, Parents, Students and PSHEe Lead and amended and updated as appropriate.