



## UTC PLYMOUTH

### Relationships and Sex Education Policy

#### Introduction

The Relationships and Sex Education Policy has been developed in accordance with the current requirements of the law, taking into account the Children's Act 1989 and 2004 and the Education Act 1993 and 2002 and encompasses the Relationships and Sex Education and Health Education (2020). As our cohort is Key three, four and five, we must provide RSE to all Secondary age pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At UTC Plymouth we teach RSE as set out in this policy.

#### Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group collates all relevant information including relevant national and local guidance
2. Staff consultation – teachers of PSHE along with SLT have been given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – all parents were sent information on the changes to teaching in September 2021 and invited to contact us with any queries.  
<https://docs.google.com/document/d/1E9Scu0zsPYCB0a30N70CoBFq9Bu-UReP/edit>

Parents were also sent information on the importance of RSE from the DfE. Found here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907640/RSE\\_secondary\\_sc](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_sc)

[hools\\_guide\\_for\\_parents.pdf](#). The parent ambassadors were also invited to consultation, with the Lead Parent Ambassador signing this policy.

4. Ratification – once amendments are made, the policy is shared with Governors and ratified

### **Aims**

Relationships and Sex Education (RSE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

It has three main elements:

### **Attitudes and Values**

- Recognition of the value of family life, marriage, stable and loving relationships for the nurture of children
- Respect for self and others
- Exploration of moral dilemmas
- Development of critical thinking

### **Personal and Social Skills**

- Self-confidence, self-esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility

### **Knowledge and understanding**

- Emotions and relationships
- Physical development
- Sexuality, reproduction, sexual health
- Information on local and national contraception and sexual health services
- Reasons for delaying sexual activity
- The avoidance of unplanned pregnancy
- Keeping safe from sexually transmitted infections (STI's)

The UTC provides a setting in which students can be offered appropriate teaching about Sex and Relationships Education.

### **Intent**

*The purpose of RSE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy*

*relationships*. RSE is supported by the UTC's respective Science curriculum and external agencies and is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships
- Are prepared for the opportunities, responsibilities and experiences of life
- Develop positive attitudes to sexuality

## **Definition**

RSE is concerned with the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. The aim of RSE is to give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should provide insight and enable young people to identify healthy relationships (friends, colleagues, peers and/or committed relationships, including marriage).

RSE provision covers information detailing contraception, developing intimate relationships, and resisting peer-group or partner pressure to have sex. RSE teaches pupils what is acceptable and unacceptable behaviour in relationships. Pupils are taught awareness and tolerance of other beliefs, religions and sexualities on the topics of sex, relationships and health.

## **Curriculum**

RSE at UTC Plymouth is taught across all year groups up to and including the Sixth Form. In Key Stages three and four RSE is taught through our PSHE programme through distinct one hour lessons as part of our 'Relationships' theme. Our weekly ORACY lessons can include and reference Sex and Relationships and delivered as part of a spiral curriculum. The programme is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. In Sixth Form, RSE and PSHE are delivered through the Pastoral Programme and planned drop-down/briefing sessions.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The RSE programme at UTC Plymouth is an integral part of our whole school PSHE provision. UTC Plymouth PSHE provision is delivered by a department of seven teachers across Key Stage three and four. All students in these key stages are taught one timetabled lesson of PSHE

delivery per week. The 'relationships' theme is delivered through a spiral curriculum, following national guidance.

RSE is delivered within a timetabled programme of PSHE education including but not limited to, mental health, online safety, family and relationships etc. RSE provision is supplemented by briefings presented by members of the extended leadership team, senior leadership team, pastoral specialists, and external agencies. The curriculum is delivered in a non-judgemental and factual manner, providing pupils the freedom to ask questions absent of worry or fear of judgement from peers/staff.

### **Implementation/Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Identifying healthy relationships (friends, colleagues, peers and/or committed relationships, including marriage)
- Contraception, developing intimate relationships, and resisting peer-group or partner pressure to have sex
- Acceptable and unacceptable behaviour in relationships.
- Awareness and tolerance of other beliefs, religions and sexualities on the topics of sex, relationships and health.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

For more information about our RSE curriculum, please refer to our Visible Learning Overview Map on our website.

## **Roles and responsibilities**

### **The Trustees**

The Trustees will delegate approval of the RSE policy to the Principal who they will hold to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from some or all of the components of sex education within RSE 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 wish them to be withdrawn from the Sex Education 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 PSHE Lead.

### **Students**

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

### **Parents' right to withdraw**

Parents have the right to withdraw their children from some or all of the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Before granting any such request, the headteacher or programme coordinator will discuss the request with parents, and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Alternative work will be given to pupils who

are withdrawn from sex education.

## **Training**

Staff delivering the 'relationships' theme are given training annually, a UTC PSHE Teacher's Support Document, which contains the departments vision, assessment approach and additional resources and support, amongst other information. The Principal and/or PSHE Lead may also invite visitors from outside the college, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

The delivery and implementation of RSE is monitored by the PSHE Lead and Teaching and Learning Team through the following means:

- Teachers will critically reflect on their work in delivering RSE through anonymous pupil survey feedback on the content delivered
- Students will have opportunities to review and reflect on their learning during lessons and provide anonymous feedback on content they would like to learn more about
- Teachers who deliver RSE are observed by members of SLT and MLT and feedback delivered
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

## **Special Education Needs and Disabilities**

RSE must be accessible for all students. RSE provision is differentiated appropriately to ensure the content is accessible for all students, including those with SEND. RSE provision is delivered in a sensitive manner, age and developmentally appropriate. All lessons are planned to ensure all students are suitably challenged.

## **Safeguarding and Child Protection**

Teachers are aware that effective RSE teaching, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a disclosure is made to staff, or if staff have any safeguarding concerns, they will notify the Designated Safeguarding Lead (or, in her absence, the deputy safeguarding lead) and follow the procedures set out in the College's Safeguarding and Child Protection Policy and Procedures. Visitors/ external agencies which support the delivery of RSE will be required to complete a DBS check before arrival to college premises.

## **Equality**

UTC Plymouth will ensure the needs of all students are appropriately met and that all students understand the importance of equality and respect.

## **Methodology and Approach, including explicitness and delivery of controversial topics:**

Employees should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the course information with a sense of openness yet that the opportunity for students to ask questions is there.

Questions about individual contraceptive advice cannot be dealt with by UTC teaching employees.

Information can only be given by the relevant external agency. UTC employees should try to respond to students' questions providing that answers are framed in terms of the promotion of family values. Homosexuality does not feature as a topic in itself within the curriculum, however there are trained employees reference to this. References to the physical aspects of relationships should be avoided in discussion.

## **Inclusion statement**

UTC has a commitment to ensure that programmes are relevant to all students and are delivered in a way that is age and stage appropriate.

## **Evaluation, assessment and reporting to parents**

Evaluation and assessment including self-assessment are an integral part of RSE. This is completed through an ipsative approach to assessing, due to the nature of

the subject. Teachers report to parents' their child's 'Effective Learning' with every report written.

### **Monitoring and Evaluation**

This policy is evaluated on an annual basis with recommendations made to the Headteacher. The policy is reviewed annually, along with recommendations by the UTC Board of Governors.

UTC PLYMOUTH POLICIES

VERSION CONTROL SHEET

**POLICY NAME: Relationships and Sex Education Policy**

**Policy Prepared by: Bex Waters**

**Head teacher: Jo Ware**

**Parent Ambassador: Karen Trim**

<b>Document date</b>	<b>Filename</b>	<b>Mtg submitted</b>	<b>Summary of changes required</b>
<b>March 2017</b>			
May 2019			Policy updated and reviewed -Sophie Wood
Nov 2020			Updated and Reviewed
Dec 2021			Updated and Reviewed
February 2022		SLT 2/2/22 Governors 6/2/2	Full review and update by SLT.

**Appendix 1: Parent Form: Withdrawal from Sex Education with SRE**

<b>TO BE COMPLETED BY PARENTS/CARERS</b>	
Name of Child	Class
Name of Parent	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the college to consider	
Parent Signature	

