



# Relationships and Sex Education Policy

Assistant Principal (Safeguarding and Wellbeing) | Sept 2020

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Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



**Minsthorpe**  
Community College

## Section 1

# Context

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989 & 2004
- Education Act 1996
- Equality Act 2010
- Keeping Children Safe in Education 2019 & 2020
- Minsthorpe Community College Child Protection and Safeguarding Policy
- Minsthorpe Community College Visitors Policy
- Resources provided by the PHSE Association and wider agencies

## Section 2

# The College

**Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through motivation, commitment and care.**

Minsthorpe Community College is an 11-18 years mixed comprehensive school, with 1443 students on role in 2019.

The College has been awarded Beacon School status by Barnardo's in recognition for their work focused on improving equality for members of the LGBTQ+ community. RSE Education has always been a priority at the College and PHSE provision has continued to be part of the curriculum model withstanding changes at a national level.

## Section 3

# Definition

Relationships and Sex Education is an umbrella term of the learning that we need, to be able to understand our own and others' sexuality; to be skilled enough to manage relationships and to develop attitudes that will help us to make the best decision for ourselves, when and if the time comes for us to embark on sexual activities.

RSE is lifelong learning about physical, social and emotional aspects of growing up which includes an individual's sexual, moral and emotional development. It is about the understanding of the importance of healthy, stable and loving relationships, which are built around respect, love and care, for family life. It involves acquiring information to stay safe and healthy, developing skills and forming positive beliefs, values and attitudes.



## Section 4

# Principles and Values

In addition Minsthorpe Community College believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life. Preparing young people for opportunities, responsibilities and experiences of later life
- Be an entitlement for all young people including those with Special Educational Needs and ensure that they have an understanding of the law and their rights to confidentiality within certain settings.
- Encourage every student to contribute to our community and ensure equality and fairness for all. It aims to support each individual as they grow and learn. Promoting their spiritual, moral, social, cultural, mental and physical development and enabling them to make a positive contribution to society as a whole.
- Be set within this wider school context and supports family commitment based on healthy relationships formed around love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches to ensure equality and inclusion for all.
- Encourage students and teachers to promote equality, share and respect each other's views. We are aware of different approaches to sexual orientation and gender, without promotion of any particular family structure. The important values are love, respect and care for each other. Ensuring that young people know what constitutes healthy (including sexual) relationships with others.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment. Exploring the influence of media and the online world (sexting, e-safety, trolling etc.) and ensuring that young people know the importance of maintaining their wellbeing and staying mentally healthy.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.



## Section 5

# Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of Spiritual, Moral, Social and Cultural aspects. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex, including the importance of giving and gaining consent as defined by the law.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships including the issues related to abuse, sexual violence and harassment.
- understand the rights of the individual to be treated fairly and respected by others both online and face to face, including bullying, exploitation etc.
- know the risks and benefits related to the media and the world online so that young people have the ability to make informed and safe choices.



## Section 6

# Organisation and Content of Relationships and Sex Education

Minsthorpe Community College delivers Relationships and Sex Education via a range of mechanisms including the pastoral curriculum, subject curriculum and particularly through its L4L/SMSC provision (please refer to the table below). Minsthorpe Community College also instils the whole College ethos of the 6Rs with the following key characteristics: Respect, Responsibility, Resilience, Resourcefulness, Reflection and Reasoning. These are crucial skills and act as a means to ensure that young people have the necessary skills which aid development to adulthood. These characteristics are utilised by staff as a tool to ensure opportunities for learning related to healthy sexual relationships are taken.

Staff understand the importance of ensuring young people know how to keep themselves safe by making choices and knowing where support can be sought internal and external to College. The Pastoral Curriculum delivers repeated Safeguarding messages which aim to reinforce key messages about staying safe online, promoting positive mental health and wellbeing, promoting British Values including respect for others such as the LGBTQ+ communities, ensuring students understand information about consent and challenging attitudes and perceptions that breach our expectations e.g. bullying, violence and harassment of any individual.

Relationships and Sex Education at Minsthorpe Community College is prioritised within the L4L (KS4) or SMSC (KS3) lesson which is delivered weekly as part of the timetabled curriculum. This curriculum is centred around spiritual, moral, social and cultural elements which includes British values and the pre-planned programme ensures that within the 50 minute lesson all students from ages 7 -11 will cover a breadth of topics.

Any RSE lesson may consider questions or issues that some students will find sensitive. Therefore, before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson and issues around confidentiality are shared.

The Team delivering RSE will refer to information held or request intelligence from relevant staff such as the Cross Curricular Team Leader, Specialist Support Staff or the Safeguarding Team to enable effective support for vulnerable students including SEND learners. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Assessment of student learning and listening to the child's voice is carried out via Student Voice Surveys and this is used internally by the team and Leadership member to identify next steps and progress made. Spectrum also require feedback from students following specific RSE input which informs their future delivery of inputs.

Any concerns raised within any lessons that may indicate a young person is at risk are dealt with as per any other safeguarding concerns and are logged via CPOMS for the Safeguarding Team to follow up alongside the Cross Curriculum Team Leader or E-safety Co-ordinator as applicable. Please refer



to the Safeguarding and Child Protection Policy for further information including where external agency support may be sought.

Staff are clear as to what would be considered a risk e.g. a young person's sexuality does not mean they are at risk and therefore appropriate confidentiality should be maintained but adequate signposting should be given so that the young person is able to access further advice as they need it.

## Section 7

# Curriculum Delivery of SMSC including RSE and British Values

Please note this does not include the Pastoral Curriculum - Progress and Achievement (P&A) Time, including assemblies, as this changes to meet the needs of students current issues. Examples have been outlined in the above paragraphs.

	Autumn	Spring	Summer
Year 7	<p>SMSC - awareness of Rights and Responsibilities</p> <p>Esafety talk</p> <p>English – Respect, bullying, war &amp; extremism</p> <p>MFL – Family &amp; relationships</p> <p>D&amp;T – Morals &amp; choice, animal rights</p> <p>Healthy living &amp; sustainability</p> <p>Trade &amp; economics</p> <p>CDM – School Network &amp; Password Protection</p> <p>Science – Reproduction, RSE, safe internet use</p> <p>Creative – Social barriers and peer work</p> <p>Diversity, culture &amp; traditions including online safety</p> <p>History: Magna carta and Development of Parliament</p>	<p>SMSC - Emotional + Sexual Relationships</p> <p>Puberty</p> <p>Awareness of other cultures – equality linked to races and religion - Aspirations</p> <p>English – RSE 'Shakespeare' morality and discrimination, sexism.</p> <p>MFL – Other cultures</p> <p>D&amp;T – Morals &amp; choice, animal rights</p> <p>Healthy living &amp; sustainability</p> <p>Trade &amp; economics</p> <p>CDM – Online security including images sexting &amp; social media – internet safety day</p> <p>Science – Health &amp; disease – Alcohol &amp; drugs</p> <p>Creative – Diversity, culture &amp; traditions</p> <p>Sustainability – recycling</p> <p>Moral right &amp; wrong</p> <p>Geography: Migration</p>	<p>SMSC – Safety talk – sexting, social media</p> <p>MLK –equality linked to race</p> <p>English- Poetry relating to different places and cultures</p> <p>MFL – Diversity, culture &amp; traditions</p> <p>D&amp;T – Morals &amp; choice, animal rights</p> <p>Healthy living &amp; sustainability</p> <p>Trade &amp; economics</p> <p>CDM – Content accessible to young people and reporting. Online reputation and consequences of sharing materials</p> <p>Science – Electricity and personal safety</p> <p>Creative – Diversity, culture &amp; traditions</p> <p>Bullying , morals and choice</p> <p>Geography: Industry – worker's rights, exploitation.</p> <p>Sustainability, climate change &amp; stewardship</p>



<p>Year 8</p>	<p>SMSC – Diversity – religion, race and disability – study of the holocaust.  English – racism, sexuality, gender &amp; mental health – ‘Mice and Men’  D&amp;T – Healthy living  Trade &amp; Economics  CDM – School Network &amp; Password Protection  Creative – Slavery and faith  Diversity, culture &amp; traditions  E-safety  History: Slavery  Geography – Inequality in development</p>	<p>SMSC - Aspirations – careers and future plans  English – Racism, radicalisation, victims, relationships &amp; war ‘poetry’  RSE ‘Shakespeare’  D&amp;T – Healthy living  Trade &amp; Economics  CDM – Online security including images/sexting &amp; social media – internet safety day  Science – Healthy living diet &amp; peer pressure  Creative – Sustainability &amp; Recycling  Diversity, culture &amp; traditions  E-safety  History – Hitler’s Germany  Extremism/racism  Geography – Moral question of deforestation</p>	<p>SMSC - Age limits, peer pressure, smoking &amp; alcohol awareness  Spectrum RSE - Healthy relationships &amp; consent, Sexting &amp; social media  English- war poetry, patriotism, morality  MFL – Social media and safe communication linked to RSE, CSE etc.  D&amp;T – Healthy living  Trade &amp; economics  CDM – Content accessible to young people and reporting. Online reputation and consequences of sharing materials  Science – Genetics &amp; Lifelong conditions  Creative – Diversity, culture &amp; traditions  E-safety  History – Holocaust. Moral question – dropping the atomic bomb.  Geography: Food inequality</p>
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<p>Year 9</p>	<p>SMSC – STIs, Teenage Pregnancy, Contraception          Awareness of other cultures – equality linked to races and religion (religion and faith)          English – poverty &amp; family 'A Christmas Carol'          MFL – Family &amp; relationships, Cyber bullying &amp; digital media          D&amp;T – Healthy living          Trade &amp; economics          CDM – The bigger picture – Environmental issues, Legislation of using online media          Science – Health, disease &amp; medicine – RSE including STIs, alcohol &amp; drugs          Creative – Esteem and personal confidence          Diversity, culture &amp; traditions          E-safety          Health and Social Care – factors that impact health, supportive relationships, growth and development          History – Power and the People. Protest and the development of Democracy</p>	<p>SMSC - Human Rights Issues linked to Homelessness &amp; Poverty          Awareness of other cultures – equality linked to races and religion (religion and faith)          Homosexuality/relationships &amp; Contraception          English – RSE morality &amp; gender 'Shakespeare'          MFL – Diversity, culture &amp; traditions          D&amp;T – Healthy living          Trade &amp; economics          CDM – The bigger picture – Data Protection, Legislation of using online media          Science – Genetics &amp; Lifelong conditions          Creative – Esteem and personal confidence          Diversity, culture &amp; traditions          Media &amp; environment          E-safety          Health and Social Care – factors that impact health, supportive relationships, growth and development          History – Power and the People. Protest and the development of Democracy.          Geography – Developing Economic World. Migration. North South divide</p>	<p>SMSC – Aspirations          Safety talk – sexting, social media          English – RSE, class &amp; morality 'Inspector Calls'          D&amp;T – Healthy living          Trade &amp; economics          CDM – The bigger picture – Privacy policies, Legislation of using online media          Creative – Esteem and personal confidence          Diversity, culture &amp; traditions          society &amp; environment          E-safety          Health and Social Care – factors that impact health, supportive relationships, growth and development          History – Power and the People. Protest and the development of Democracy.          Geography – Developing Economic World. Migration. North South divide</p>
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<p>Year 10</p>	<p>SMSC – Body Image – bullying, issues, social media, STIs  English – RSE, stereotypes &amp; cultural diversity ‘poetry’ relationships, consent, loss, bereavement  D&amp;T – Diversity &amp; cultural traditions linked to diet  CDM – Online security, social media &amp; reporting systems including safety of information storage  Science – Health disease &amp; ethical choices e.g. organ selling  Motion linked to road safety  Creative – Esteem and personal confidence  Diversity, culture &amp; traditions  Health &amp; safety  E-safety  Health and Social Care – factors that impact health, supportive relationships, growth and development  History – USA –Economic depression  Geography – Climate change</p>	<p>SMSC – Aspirations  RE – Awareness of other cultures linked to religion and race study of the religion of Islam  English – Revision of previous topics in Yr 9  MFL – Environment, poverty &amp; homelessness  CDM – Reminders via Internet Safety Day  Science – Health, disease &amp; medicine – RSE including STIs, alcohol &amp; drugs  Creative – Esteem and personal confidence  Diversity, culture &amp; traditions  Media &amp; environment  E-safety  Health and Social Care – factors that impact health, supportive relationships, growth and development  History USA – Civil Rights and Feminism</p>	<p>SMSC - Diversity and difference – equality and protected characteristics.  Safety talk – sexting, social media SMSC  English – Revision of previous topics in Yr 9  D&amp;T – Health linked to fair trade &amp; economics  CDM – Online security &amp; reporting systems online, using mobile devices as revision tools safely  Science – Genetics &amp; Lifelong conditions  Creative – Esteem and personal confidence  Diversity, culture &amp; traditions society &amp; environment  E-safety  Health and Social Care – factors that impact health, supportive relationships, growth and development  Geography – Urban issues and challenges. Inequalities and deprivation. Sustainable living</p>
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Year 11	<p>SMSC - Aspirations – further education, Exam stress, Mental illness</p> <p>English- emotions and empathy in fiction and non-fiction texts (natural disasters, nature, school, bullying, homework, celebrity culture, mental health, environmental concerns)</p> <p>MFL – Environment, poverty &amp; homelessness</p> <p>CDM – Online security, social media &amp; reporting systems including safety of information storage – removing filtering and the issues</p> <p>Science – Health &amp; disease Puberty &amp; fertility</p> <p>Creative – Esteem and personal exploring current issues confidence including morals</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History – Cold War – differing ideologies.</p> <p>Geography – Resource security</p>	<p>SMSC – HIV/AIDS, Grooming + CSE</p> <p>RE - Awareness of other cultures linked to religion and race study of the religion of Islam.</p> <p>Peace conflict and pacifism in the Muslim faith.</p> <p>English – emotions and empathy in fiction and non-fiction texts (natural disasters, nature, school, bullying, homework, celebrity culture, mental health, environmental concerns)</p> <p>PE – Drugs, smoking &amp; alcohol in sport</p> <p>CDM – The Bigger Picture (covers data protection, environmental issues, privacy, legislation)</p> <p>Science – Healthy living, diet, body image and Mental health</p> <p>Creative – Esteem and personal confidence including morals and current issues</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety – copyright &amp; media</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History – Cold War – differing ideologies</p> <p>Geography – impact of natural disasters</p>	<p>RE – Revision of previous GCSE topics</p> <p>English – emotions and empathy in fiction and non-fiction texts (natural disasters, nature, school, bullying, homework, celebrity culture, mental health, environmental concerns)</p> <p>D&amp;T – Health linked to fair trade &amp; economics, slavery – child labour</p> <p>CDM – The Bigger Picture (covers data protection, environmental issues, privacy, legislation)</p> <p>Creative – Esteem and personal confidence including morals &amp; current issues</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety – copyright &amp; media</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p>
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Year 12	<p>English – RSE, gender, sexuality &amp; society  ‘Shakespeare &amp; Handmaid’s Tale’. political correctness- terms associated with race, gender and disability.  D&amp;T – Ethics, fair trade &amp; economics  Slavery &amp; child labour  CDM – Online security, social media &amp; reporting systems including safety of information storage  Media &amp; advertising  Legal, moral and ethical issues concerning technologies &amp; using mobile devices as revision tools safely  Science – Health &amp; disease  Creative – Esteem and personal confidence including morals  Diversity, culture &amp; traditions  Gender, race and sexuality  Psychology: Gender and sexuality  Health &amp; Social Care – growth and development including puberty, contraception, abuse.</p>	<p>English – Gender, sexuality, feminism &amp; stereotyping  Prejudice &amp; discrimination in class, voice, social media &amp; language.  political correctness- terms associated with race, gender and disability  PE – Radicalisation &amp; extremism – cultural impact on sport  D&amp;T – Environment &amp; health – society and media  CDM – Data protection, reminders via Internet Safety Day, using mobile devices as revision tools safely  Science – Immunity &amp; disease  Creative – Esteem and personal confidence including morals  Diversity, culture &amp; traditions  Gender, race and sexuality  Psychology: Gender and sexuality  Health &amp; Social Care – growth and development including puberty, contraception, abuse.</p>	<p>D&amp;T – Revision of previous topics  CDM – Online security &amp; reporting systems online, using mobile devices as revision tools safely  Science – Health &amp; disease  Creative – Esteem and personal confidence including morals  Diversity, culture &amp; traditions  Gender, race and sexuality  Psychology – Addiction (drugs, alcohol, smoking, gambling  Health &amp; Social Care – growth and development including puberty, contraception, abuse.</p>
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<p>Year 13</p>	<p>English – RSE, radicalisation, extremism &amp; sexual crimes ‘Kite Runner’ CSE, racism and discrimination ‘Colour purple’ Prejudice &amp; discrimination via language -political correctness- terms associated with race, gender and disability. D&amp;T – Ethics, fair trade &amp; economics Slavery &amp; child labour CDM – – Personal safety , age related gaming, images and the sharing of these Legal, moral and ethical issues concerning technologies &amp; using mobile devices as revision tools safely Science – Drugs and body image e.g. diet pills Creative – Esteem and personal confidence Diversity, culture &amp; traditions society &amp; environment E-safety Gender, race and sexuality Psychology – Addiction (drugs, alcohol, smoking, gambling) Health &amp; Social Care – Equality &amp; Diversity and safeguarding in H&amp;SC</p>	<p>English - Prejudice &amp; discrimination via language including slavery origins D&amp;T – Environment &amp; health – society and media CDM – Reminders via Internet Safety Day Science - Puberty &amp; illness Creative – Esteem and personal confidence Diversity, culture &amp; traditions society &amp; environment E-safety Gender, race and sexuality Health &amp; Social Care – Equality &amp; Diversity and safeguarding in H&amp;SC</p>	<p>D&amp;T – Revision of previous topics CDM – Online security &amp; reporting systems online, using mobile devices as revision tools safely Creative – Esteem and personal confidence Diversity, culture &amp; traditions society &amp; environment E-safety Gender, race and sexuality</p>
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## Section 8

# Inclusion

Minsthorpe Community College adheres to the Equality Act and endeavours to ensure that our RSE provision is inclusive and where necessary respects the rights of individuals within the confines of law. We do not discriminate against individuals, including those that fall into one of the seven protected characteristics, and aim to provide a suitable RSE Curriculum for our students.

Some examples are cited below.

*Ethnic, Faith and Cultural Groups*  
*Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation or identity and aim to answer appropriate questions and offer support. Young people, whatever their developing sexuality or identity need to feel that relationships sex education is relevant to them.

## Section 9

# Right of Withdrawal of Students from Relationships Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

## Section 10

# Confidentiality, Controversial and Sensitive Issues

Staff ensure that students know that teachers are unable to offer unconditional confidentiality and must adhere to the Safeguarding and Child Protection Policy. Teachers are not legally bound to inform Parents/Carers or the Principal of any disclosure unless the young person is at risk. In any case where child protection procedures are followed, the teacher will ensure that the young person will be informed that confidentiality has to be broken in order to ensure they are safe. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:



- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- The young person will be supported by the Safeguarding Team in speaking with parent/carer if they feel unable to share information with home, unless to do so would place them at risk.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Health professionals in school (School Nurse, Spectrum, Kooth Counselling etc.) are bound by their organisations codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy. These professionals are aware to ensure that this confidentiality is not breached when speaking with College Staff as this would necessitate activation of College Safeguarding Procedures if it is felt the young person is at risk e.g. under age sexual activity.

The Safeguarding Team utilise their training including the Brook Traffic Light tool to help recognise harmful sexual behaviour and will initiate adequate support to protect and support those where concerns are noted.

## Section 11

### External Agency / Visitors

Please refer to the aforementioned paragraph and the Visitors Policy for further information about adequate checks on visiting speakers.

All external speakers are employed by Public Health such as Spectrum, School Nursing etc. and all other inputs e.g. performances are recommended by Wakefield Children's Services

## Section 12

### Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the CTL SMSC to oversee and organise the monitoring and evaluation of L4L/SMSC, in the context of the overall school plans for monitoring the quality of teaching and learning, this is supported and monitored by Leadership.

The Governors, Curriculum Staffing and Designated Leadership staff are responsible for overseeing, reviewing and organising the revision of the Relationship Sex Education Policy.



Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Relationships Sex Education Policy, and on support and staff development, training and delivery.

Headteacher signature.....

Governor signature.....



## Final Section

# Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

## Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
Sept 2020	Sept 2022	Assistant Principal (Safeguarding and Wellbeing)

