



This Policy is currently under review, we are awaiting updated statutory guidance from the DfE and wish to carry out a parental consultation following this. We aim to have this updated by Spring Term 2025.

Relationships and Sex Education (RSE) Policy

Assistant Principal (Safeguarding and Wellbeing) | Sept 2022

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 & 2011
- Equality Act 2010
- Keeping Children Safe in Education 2022
- Minsthorpe Community College Child Protection and Safeguarding Policy
- Minsthorpe Community College Curriculum Policy
- Minsthorpe Community College Visitors Policy
- Relationships Education (RSE) guidance
- 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 1604 students on role in 2022.

The College has been awarded Beacon School status by Barnardo's in recognition for their motivation and work focused on improving equality for members of the LGBTQ+ community. We also hold Charter Mark status from Wakefield Council for our health work.

Relationship Education, Relationships and Sex Education and Health Education have always been a priority at the College and Personal Development provision has continued to be part of the curriculum intent where we strive to ensure that all young people are developing and becoming well rounded individuals who are able to make safe and healthy choices to support their future success.



Section 3

Definition

Relationships and Sex Education (RSE) 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. The College Value of Care is essential in ensuring students are able to care for themselves but also those around them.

RSE is lifelong learning about physical, social and emotional aspects of growing up which includes an individual's sexual, moral, emotional and physical development including mental health and wellbeing. 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 in all remits of life, including online, developing skills such as resilience, 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 Disabilities, 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 staff 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 and ensuring that young people know the importance of maintaining their wellbeing and staying mentally healthy.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers 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.
- Know how to stay healthy physically and mentally and where to seek support if needed.

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 Learning for Life (L4L) and pastoral provision (please refer to the table below). Minsthorpe Community College also instils the College Values of Motivation Commitment Care alongside Fundamental British Values, as these are crucial characteristics and are utilised by staff as a tool to ensure opportunities for learning related to health and 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 (RSE) at Minsthorpe Community College is prioritised within the Learning 4 Life (L4L) lesson which is delivered fortnightly 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 lesson all students from Years 7 -11 will cover a breadth of topics as appropriate to their age.



Post 16 students will receive Relationships and Sex Education via the pastoral curriculum including information briefings and wellbeing enrichment sessions in addition to this certain subject curriculums will cover the topic.

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, Student 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. Wakefield Sexual Health Service (Spectrum Community Health CIC) 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. 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.

Work also takes place across the curriculum to promote wider health and personal development of all students e.g. their physical and mental health including healthy lifestyles, online safety and exploration of other related subjects. We also deliver key information via Extended P&A times and via assemblies on a weekly basis. This approach allows for messages to be repeated and embedded over time to reinforce key learning across the curriculum.



Section 7

Curriculum Delivery

Please note this overview does not include the Pastoral Curriculum which includes assemblies, as these will change in order to meet the needs of students and reflect current trends or issues.

Curriculum areas will explore topics via their course content e.g. In Drama/English lessons will explore thematic content within the sources that students are studying such as bullying or issues that can be experienced online. In subjects, such as PE and DT, topics will cover healthy lifestyles etc.

The core L4L Team are trained in areas that prove to be more sensitive when working with young people and are experienced in delivering such topics. They work alongside the NHS Sexual Health Organisation 'Spectrum' to deliver, observe and will always clarify information with this health organisation for students. They work hard to ensure lesson delivery and content are impartial and that any advice or guidance given to young people is current and reflective of inclusive practice. Other Staff will access training which is delivered by the Assistant Principal for Safeguarding and Wellbeing.



Category	Year 7	Year 8	Year 9	Year 10	Year 11
Families including being safe	Computing Digital Media Creative Design & Technology English Humanities Modern Foreign Languages Science	Computing Digital Media Creative Design & Technology English Humanities Science	English Humanities Learning for Life Modern Foreign Languages Social Vocational	English Humanities Learning for Life Science Social Vocational	English Social Vocational
Relationships (which may include Intimate Relationships)	Computing Digital Media Creative English Humanities Learning for Life Maths Physical Education Science	Creative English Humanities Learning for Life Maths Physical Education Science	Computing Digital Media Creative English Humanities Learning for Life Maths Modern Foreign Languages Physical Education Science Social Vocational	Creative English Humanities Learning for Life Maths Physical Education Science Social Vocational	Computing Digital Media Creative English Humanities Learning for Life Maths Physical Education Science Social Vocational
Online & Media	Computing Digital Media Learning for Life Maths	Computing Digital Media Creative English Learning for Life Maths	Computing Digital Media Learning for Life Maths Modern Foreign Languages	Computing Digital Media Learning for Life Maths Social Vocational	Computing Digital Media English Learning for Life Maths Social Vocational

Staying Healthy	Creative Design & Technology Humanities Learning for Life Physical Education	Creative Design & Technology Humanities Learning for Life Maths Modern Foreign Languages Physical Education	Creative Humanities Learning for Life Maths Modern Foreign Languages Physical Education Science Social Vocational	Computing Digital Media Creative Humanities Learning for Life Maths Modern Foreign Languages Physical Education Science Social Vocational	Creative Humanities Learning for Life Maths Physical Education Science
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Religious Education (RE)	Design & Technology English Humanities Learning for Life	Creative Design & Technology English Humanities Learning for Life	English Humanities Learning for Life Modern Foreign Languages Religious Education Social Vocational	English Humanities Learning for Life Religious Education	English Learning for Life Religious Education
Fundamental British Values (FBV)	Creative English Learning for Life Physical Education	Creative English Humanities Learning for Life Physical Education	Creative English Humanities Learning for Life Physical Education	Creative English Humanities Learning for Life Physical Education Social Vocational	Creative English Learning for Life Physical Education Social Vocational
Careers / work skills	All subjects	All subjects	All Subjects	All Subjects	All Subjects
Radicalisation and extremism		English Humanities	Humanities		
First Aid	Design & Technology Science	Design & Technology Science	Design & Technology Learning for Life Physical Education Science	Design & Technology Learning for Life Physical Education Science	Physical Education Science
Other Safeguarding Topics		Maths	Social Vocational	Social Vocational	



Much of our more sensitive topics are taught via Learning 4 Life (L4L lesson) this is a summative document of the intended topics that will be covered (these are subject to change as we ensure flexibility within the lessons to address any new trends or current concerns e.g. those subject to media and online attention.

	Autumn	Spring	Summer
Year 7	<ul style="list-style-type: none"> • Introduction to Healthy Food • Dental Hygiene (including sugar, smoking and alcohol) • Physical & Mental Health • Puberty & Personal Hygiene 	<ul style="list-style-type: none"> • British Values to include equality via Religious Education and Civil Rights • Safety 	<ul style="list-style-type: none"> • Student Voice • Summer safety Including Online
Year 8		<ul style="list-style-type: none"> • British Values to include equality via Religious Education and Suffragettes, Rights and issues. • Alcohol • Healthy Relationships 	<ul style="list-style-type: none"> • Student Voice • Summer safety Including Online
Year 9	<ul style="list-style-type: none"> • Statutory First Aid • Contraception & STI 		<ul style="list-style-type: none"> • Student Voice • Summer safety Including Online • PC Vollans knife crime presentation
Year 10	<ul style="list-style-type: none"> • British Values & Protected Characteristics (equality) to include racism, sexism, gender and sexuality, disabilities and religions 		<ul style="list-style-type: none"> • Student Voice • Summer safety Including Online • Body Image and mental health • Drugs and alcohol including teenage pregnancy • Consent, sexual harassment & exploitation. • Grooming,



Year 11	<ul style="list-style-type: none"> Mental Health and wellbeing 	<ul style="list-style-type: none"> Contraception & STI Consent, exploitation and harassment Mental Health and wellbeing 	<ul style="list-style-type: none"> Student Voice Summer safety Including Online
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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 a protected characteristics, and aim to provide a suitable RSE Curriculum for our students.

Some examples are cited below.

Race; religion or belief; disability; Sex; gender reassignment 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/carers 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 education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any RSE resources the College uses.

Section 10



Confidentiality, Controversial and Sensitive Issues

Staff ensure that students know that they are unable to offer unconditional confidentiality and must adhere to the Safeguarding and Child Protection Policy. Staff 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 staff member 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 staff member 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. underage 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 L4L/RE to oversee and organise the monitoring and evaluation of L4L, 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 and 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 and Sex Education Policy, and on support and staff development, training and delivery.

Principal 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 age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour), nationality, ethnic or national origin, religion or belief, sex, sexual orientation.

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
Sept 2020	Sept 2022	Assistant Principal (Safeguarding and Wellbeing)
Sept 2022	Sept 2024	Assistant Principal (Safeguarding and Wellbeing)

