

Relationships Sex and Health Education (RSHE) Policy

~~2023~~ **2024**

Reviewed by Dee Robins: 19 August 2023

Approval by the Board: 19 September 2023

Next review: August 2024

7 Curriculum Delivery

For all years, the RSHE curriculum will be taught as part of the PSHE curriculum. For student in Years 10, 11 and 12, the PSHE curriculum consists of weekly timetabled lessons. Lessons are mandatory for all students and attendance is registered.

There is no right to withdraw from relationship education.

12 Complaints

Parents who have complaints or concerns regarding the RSHE curriculum should contact the college and follow the school's complaints policy.

13 Monitoring, Evaluation and Assessment

The delivery of PSHE (and RSHE) to years 10 and 11 is monitored by Jonny Dobbs-Grove (Head of GCSE) and the delivery of PSHE (and RSHE) to years 12, 13 and 14 is monitored by Nikki Morris (Head of Personal Development).

The Head of Personal Development will monitor the planning, teaching and learning of RSHE education regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with our college monitoring cycle. Feedback will be given to tutors. The schemes of work and policy will also be reviewed annually.

We solicit comments from students and parents after each topic is completed. All comments will be considered and those that are considered pertinent will inform the development of the college's RSHE policy and curriculum. Such contributions help us ensure that our curriculum is rich with the most up-to-date and contextual information so that we can best help our students to navigate life outside of the college premises.

All students in Years 10-12 attend weekly PSHE lessons. Throughout each lesson, teaching staff continually assess students existing knowledge and confidence in the areas of

- health and wellbeing;
- relationships; and
- living in the wider world.

A range of assessment strategies will be used to assess student learning and understanding of the curriculum. This includes self-reflection, peer-review, and formal assessment. The assessment process will be used to monitor student progress and to identify areas for improvement. The assessment process will also be used to evaluate the effectiveness of the curriculum and to inform the development of the curriculum. The assessment process will be used to monitor student progress and to identify areas for improvement. The assessment process will also be used to evaluate the effectiveness of the curriculum and to inform the development of the curriculum.

Online and
media

Students should know

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
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	<ul style="list-style-type: none"> • 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
The law	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)