

RSE POLICY

Pendle Vale College



Pendle Vale
Think Pendle Vale, Think Achievement

Approved by: Governing Body

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1. Aims

RSE aims to help students to understand the facts about sex and sexuality, to develop self-esteem, respect for others and to build self-confidence in decision making. The development of their self-esteem is central; young people who feel positive about themselves are more likely to develop happy and caring relationships. Pendle Vale College aims to provide this.

RSE provision at Pendle Vale College is designed to be age appropriate. At the appropriate stage, it aims to:

- Provide students with accurate and up-to-date information about RSE topics
- Develop their confidence in asking questions without embarrassment, communicating within discussion and reflecting on their feelings about RSE topics
- Develop knowledge and understanding about puberty, reproduction and sexuality
- Develop positive attitudes, strong moral values, self-respect and self-esteem
- Ensure students understand the law on sexual behaviour, consent and abuse
- Develop an understanding of the importance of respect, trust and love in relationships
- Encourage an understanding of the perspectives of different genders and sexualities
- Develop a sense of responsibility and an awareness of the consequences of one's actions in relation to sexual activity
- Give students a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Challenge discrimination based on sexual orientation and gender and equip pupils to address sexist or homophobic bullying
- Correct misunderstandings and counteract myths drawn from the media and their peers
- Link RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol and develop an awareness of the dangers of sexual exploitation on the internet.
- Seek information and advice when they need help.

The College aims to provide RSE which is inclusive and meets the needs of all students.

Special Educational Needs and Disability (SEND): Some students may have learning, emotional or behavioural difficulties or physical disabilities which result in particular RSE needs. Delivery of RSE will be

differentiated where necessary to address the needs of these students, to enable them to access the content of RSE and ensure inclusivity.

Sexuality: Some students may define themselves as LGBTQA (lesbian, gay, bisexual, transgender, queer or asexual) or may have LGBTQA family members or friends. The College's approach to RSE will include sensitive, honest and balanced consideration of sexuality and gender. Students will be encouraged to be understanding of others' sexual and gender identity. Pastoral, medical and counselling support will always take account of the needs of LGBTQA students.

The College recognises that not all families will be comfortable with providing sex and relationships education at home, and therefore rely upon college as their main (or only) source of sex education. The College will strive to deliver RSE in an appropriate and sensitive way but ensure that information is accurate. This has been shown to prevent some of the damaging effects of children being exposed to false or misleading information on the internet or from other sources.

2. Statutory requirements

Under [section 3.6 of the National Curriculum](#), RSE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Pendle Vale, we teach RSE as set out in this policy.

3. Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of children, 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.

This policy has been developed through consultation with staff and other stakeholders in line with guidance from the DfE (department for education). It is also designed to build on understanding already developed through the work of primary schools. Local primary head teachers and their chairs of governors have been involved in the consultation. It should be read in conjunction with the safeguarding, British Values and equality policies.

This policy is compatible with family values and should support values promoted and discussed at home with parents and family.

RSE is not about the promotion of sexual activity.

It has three main elements:

1. Knowledge and understanding
Learning and understanding physical development at appropriate stages • Understanding human sexuality, sexual health, emotions and relationships • Learning about consent, personal space and barriers • Learning about contraception and a range of local and national sexual health advice, contraception and support services • Learning the reasons for delaying sexual activity until an appropriate age • The avoidance of unplanned pregnancy.
2. Attitudes and values
Learning the importance of values and individual conscience and moral considerations • Learning the value of family life, stable and loving relationships for the nurture of children • Learning the value of respect, love and care • Learning about the harmful impact of sexually explicit material • Exploring, considering and understanding moral dilemmas • Developing critical thinking as part of decision-making.
3. Personal and social skills
Learning to manage emotions and relationships confidently and sensitively • Developing self-respect, and respect and empathy for others • Learning to make choices based on an understanding of difference and with an absence of prejudice • Developing an appreciation of the consequences of choices made • Managing conflict • Learning how to recognise and avoid exploitation and abuse.

5. Roles and responsibilities

The Governing Body

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the college and will support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

PHSCE Coordinator

The PHSCE Coordinator will maintain an over view of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Staff

Staff who are involved in the college's RSE provision will be selected and fully trained. They will teach RSE through the PHSCE/citizenship programme and some through science and other curriculum areas (for instance, safe internet use in ICT). All teachers play an important pastoral role by offering support to pupils as and when required and this is backed up by the safeguarding team. Teachers will be consulted about the college's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Outside agencies and speakers are involved in inputting to RSE lessons and as points of referral as support services to pupils should the need arise.

Parents/carers

Parents/Carers have a legal right to view this policy and to have information about the college's RSE provision. The college's approach to RSE will encourage dialogue between parents/carers and their children.

Students

Students have an entitlement to age and circumstance appropriate RSE and pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision. Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

6. Parents' right to withdraw

From 2020, RSE will become compulsory in all secondary schools in England and there is no automatic right for parents to withdraw from RSE except in exceptional circumstances.

Parents have the right to withdraw their child only from the sex education elements – relationships and health education, including what is taught through the science curriculum, is compulsory and statutory for all children. Children have a statutory right to opt in to sex education from 3 terms before their 16th birthday (the end of year 10 in most cases).

Parents wishing to withdraw their children from sex education (only) will need to put their requests in writing to the Headteacher.

The ultimate decision on whether a parent can withdraw their child is down to the discretion of the Headteacher.

7. Use of outside agencies

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside college may be invited to contribute to the delivery of RSE in the college. Our college has a code of practice for using visitors to support the delivery of any part of the curriculum and this would be followed in this case. Any visitor would be supported by a member of Pendle Vale College staff.

Visitors are invited into college because of their expertise or contribution they can make.

8. Monitoring and evaluation

The programme will be regularly evaluated by the head of PHSCE.

9. Content

RSE is primarily delivered through the Personal Development programme (PHSCE and SCAR curriculum), taught by specialist teachers and occasional visiting speakers. Additionally, reproduction is covered within the science schemes of work and questions of moral and ethical codes are covered in the Religious Studies schemes of work. It is expected that in other areas of the curriculum there will be further opportunities to discuss and reflect on RSE themes as appropriate.

RSE Curriculum Organisation at KS3 & 4

Pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships in terms of maturity. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping. They learn the law relating to sexual consent, sexting and abuse. They learn about online safety from exploitation and bullying. They learn how to access sources of advice and support.

Full details of the content of the Personal Development, Health, Relationships and Sex education programmes are detailed in planned schemes of work which are supported by the national curriculum and DfE guidance.