

Relationships Sex and Health Education (RSHE) Policy

2023-2024

Reviewed by SMT: September 2023
Approval by the Board: September 2023
Next review: August 2024

1 Introduction

Students at MPW are growing up in an increasingly complex world and living their lives seamlessly both online and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their personal and social lives in a positive way. RSHE is not about encouraging young people to become sexually active, nor is it about promoting any particular lifestyle or relationship choice. Our RSHE curriculum aims to empower our students to understand their bodies, to reflect on their relationship values and to be able to

Staff who are delivering RSHE education will:

- Ensure that they familiar with the current version of RSHE policy and the latest curriculum requirements in this area.
- Attend and engage in professional development training around RSHE provision.
- Foster a positive environment in which students feel they can engage in an open dialogue on RSHE matters.
- Provide regular feedback to James Bourne, Head of PSHE, on their experience of teaching RSHE and the response.
- Ensure that their personal beliefs and attitudes do not detract from providing a balanced RSHE curriculum.
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7 Curriculum Delivery

For all years, the RSE curriculum will be taught as part of the PSHE curriculum. In Years 10 and 11, the PSHE curriculum consists of weekly timetabled lessons. For the one-year GCSE cohort, A level students (including years 12, 13 and 14), pre-A level students and NCUK students, the PSHE curriculum consists of fortnightly timetabled lessons over the course of the academic year. Lessons are mandatory for these students and attendance is registered.

The curriculum is delivered by a team of tutors, as well as by independent speakers and visitors from external agencies. We believe that external speakers can usefully supplement learning and provide different perspectives.

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

13 Monitoring, Evaluation and Assessment

The delivery of PSHE (and RSHE) to all MPW students is managed by the Head of PSHE.

The Head of PSHE 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 HE 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 attend compulsory 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 are used within lessons, including questioning and discussion, written exercises, questionnaires and quizzes, individual reflection and delivering presentations. There are also end of term online assessments. Each student receives a termly PSHE report which outlines their progress.

This policy will be reviewed annually by the Head of PSHE. At every review, the policy will be approved by the MPW Board.

14 Linked Policies:

- PSHE Policy
- PSHE Curriculum
- Safeguarding Policy
- Remote Teaching and Learning Policy

Appendix A: Topics covered in PSHE

Families

Students should know that there are different types of committed, stable relationships and:

- how these relationships might contribute to human happiness and their importance for bringing up children;
- what marriage is, including their legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony);
- why marriage is an important relationship choice for many couples and why it must be freely entered into;
- the characteristics and legal status of other types of long-term relationships;
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting; and
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe

Online and
media

	<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.
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The law

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

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