



NEW COLLEGE LEICESTER



**Relationships and Sex Education and
Health Education**

Policy and Procedures

March 2023

The RSE and Health Education (RSEHE)/Personal Development programme is an integral and important part of the education programme at New College Leicester and aims to:

- foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands;
- inspire and encourage students to learn about their unique strengths, values and skills (#ThisIsUs) and to become more responsible citizens in the communities in which they live and work;
- be informed by topical issues in the college, student voice and the wider community, to ensure it remains relevant and responsive to the needs of its students.

This policy outlines how the RSE and Health Education/Personal Development curriculum will be organised, delivered and monitored at the college to ensure it meets the needs of all students.

Legal framework:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2022) 'Keeping Children Safe in Education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (England) Regulations
- DfE (2015) National curriculum in England: Science Programmes of Study
- Children and Social Work Act 2017

Definitions:

For the purpose of this policy, "relationships and sex education" is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping students to understand human sexuality and to respect themselves and others.

For the purpose of this policy, "health education" is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are directly relevant to the safeguarding and welfare of children and young people.

Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring the RSE and Health Education/Personal Development curriculum is well-led, effectively managed and well-planned.
- Providing clear information to parents/carers on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and Health Education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Assistant Principal is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.

- Ensuring parents/carers are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents/carers, and the young person if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents/carers to be involved in consultations regarding the college's RSE and Health Education curriculum.
- Reviewing this policy on an annual basis.

The Health and Wellbeing Lead is responsible for:

- Overseeing the delivery of RSE and Health Education/Personal Development.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Monitoring the learning and teaching of RSE and Health Education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Exploring the incorporation of community-based agencies in the delivery of RSE and Health Education.
- Ensuring the school meets its statutory requirements in relation to RSE and Health Education.
- Organising, providing and monitoring CPD opportunities in association with the school's Teaching and Learning lead.
- Ensuring the correct standards are met for recording and assessing student performance.

The Health and Wellbeing Lead will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects. These curriculum areas include: -

- **Citizenship** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make meaningful decisions.
- **Science** – students are taught about the main parts of the body and about changes to the human body as it grows, including puberty.
- **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they mature.
- **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PHSE/Personal Development (PD)** – students learn about respect and difference, values and characteristics of individuals.

Heads of Year and Tutors are responsible for:

- Delivering RSE and Health Education in a sensitive way and that is of a high-quality and age appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning highly effective lessons, ensuring a range of appropriate teaching methods and resources are used to cover the content.

- Modelling positive attitudes to RSE and Health Education.
- Liaising with the SENDCo to identify and respond to the individual needs of students with SEND.

RSE and Health Education Overview

The RSEHE curriculum will continue to develop students' knowledge on the topics taught at Key Stage 2, in addition to the following:

- Familial Relationships
- Respectful Relationships, including friendships
- On-Line and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health
- Mental and Physical Wellbeing
- Internet Safety and Harms
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Adolescent Body

Assessment

The college has the same high expectations of the quality of students' work in RSEHE as for other curriculum areas. There are no formal examinations for RSEHE however, to assess student outcomes, the college will capture progress through a range of means.

Safeguarding

The RSEHE provision in the curriculum is for the purpose of safeguarding and promoting the welfare of every student at New College Leicester. All students will be taught about keeping themselves safe, including online, as part of our broad and balanced curriculum.

Teachers will, however, understand that some aspects of RSEHE may lead to a student raising a safeguarding concern and that if a disclosure is made, the Designated Safeguarding Lead (DSL) or Designated Member of Staff (DMS) will be alerted immediately through the My Concern Safeguarding Protocol. Students will be made aware of how to raise their concerns or make a disclosure, and how their concern/disclosure will be handled – this includes the process for when they have a concern about a peer.

Creating Safe Learning Spaces

The curriculum involves the exploration of some subjects which may be considered sensitive or taboo. It is important therefore for educators and participants to work together in the classroom to create a safe learning environment. This will be achieved by a variety of ways, including: -

- A set of ground rules or agreement for participant engagement which include the NCL four core values of respect, resourcefulness, resilience and responsibility.
- Recognition of unequal power relations within any given group.
- Use of agreed language and terminology.
- Robust safeguarding procedures in event of disclosure.
- Closing of each session safely.

Working with Parents/Carers

The college understands that parents'/carers' role in the development of their children's understanding about relationships and health is vital.

When in consultation with parents/carers, the college will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the college intends to use to deliver the curriculum.
- Information about parents'/carers' right to withdraw their child from non-statutory elements of RSE and health education.

This policy will be available to parents as part of the college information on the college website and made available to parents/carers on request.

Withdrawal from Lessons



Parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. However, parents/carers do not have a right to withdraw their child from the relationships or health elements of the programme. Withdrawal requests will be made in writing to the Assistant Principal and the request will be discussed with the parents/carers and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The Assistant Principal will inform parents/carers of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. For requests concerning the withdrawal of a student with SEND, the Assistant Principal may take the students' specific needs into account when making their decision. All discussions with parents/carers will be documented.

Following discussions with parents/carers, the college will respect the parents'/carers' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the college will arrange to provide the child with RSE.

Monitoring and Review

This policy will be reviewed by the Assistant Principal in conjunction with the Health and Wellbeing Lead on an annual basis.

Author:	Mrs E Rudge-Tezcan – Assistant Principal			
Review Date:	March 2024			
Signed:		Chair of Governors: Sue Billington	Date:	30.03.23
Signed:		Principal: Jane Brown	Date:	30.03.23