



CHURCHER'S COLLEGE

RELATIONSHIPS AND SEX EDUCATION POLICY

SENIOR SCHOOL

December 2024

RELATIONSHIPS AND SEX EDUCATION POLICY

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Authorised by	Deputy Head (Pastoral)
Date	December 2024
Date of next review	December 2025 or earlier as required
Status	Complies with The Education (Independent School Standards) Regulations 2014 (SI 2014/3283), the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the DfE statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education

1 Introduction

- 1.1 This policy relates to all children at Churcher's College Senior School. Throughout this document, the terms "the School" and "Churcher's College" refer to Churcher's College Senior School.
- 1.2 This policy has been prepared with reference to the statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, June 2019)*.
- 1.3 This policy is published on the School website and hard copies are available on request from the School Office.

2 Definition of Relationships and Sex Education

- 2.1 The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.
- 2.2 RSE at Churcher's College is set in the context of the whole school approach to supporting pupils to be safe, happy and prepared for life beyond school.

3 Roles and responsibilities

- 3.1 RSE forms part of the School's Personal, Social, Health and Economic Education (PSHE) provision.
- 3.2 In the 1st to 5th Year, Form Tutors are responsible for the delivery of the RSE programme, overseen by the Head of PSHE in conjunction with the Deputy Head (Pastoral). The delivery of elements of the RSE programme is enhanced by the use of external speakers and organisations with specialist knowledge (see the school Policy on Visiting Speakers).
- 3.3 In the Sixth Form, the majority of the RSE content is taught by external speakers and specialist organisations (see the school Policy on Visiting Speakers). The RSE programme is overseen by the relevant Deputy Head of Sixth Form in conjunction with the Head of Sixth Form and the Deputy Head (Pastoral).
- 3.4 Form Tutors have access to RSE training from an external specialist. Each session is tailored to a specific year group and has been designed to assist staff with the effective delivery of the RSE programme.
- 3.5 All teaching staff also receive regular training as part of the School's INSET provision. Recent sessions delivered as part of this provision include, '*Developing a Safe and Secure School Environment*' (September 2021) and '*Promoting Inclusive Discussion in PSHE and Beyond*' (September 2022).

- 3.6 Additional training is provided to the School's lead pastoral team eg. child on child abuse training was provided by an external organisation, *Life Lessons*, in February 2022.

4 Curriculum design

- 4.1 Our RSE programme is an integral part of our whole school PSHE provision. In the 1st to 5th Year, the PSHE syllabus is taught by Form Tutors and, at a minimum, one tutor period each week is set aside specifically for this purpose. Form Tutors are uniquely placed to tailor the content of the PSHE programme to suit the needs and sensitivities of the pupils in their form. Resources are sent to Form Tutors weekly by the Head of PSHE, who continually updates them and uses the PSHE Association as guidance for this. Weekly sessions are mainly discussion based and include videos and articles as stimuli. Tutors are also warned in advance of any potentially triggering content so that they can discuss with any pupils who may be affected in advance.
- 4.2 In the Sixth Form, the majority of the RSE content is taught within the ENRICH programme and dedicated periods are set aside specifically for this purpose. Some elements of the RSE programme are delivered as part of the Sixth Form assembly programme or by Form Tutors during form time, the latter using the [Your Journey of Life](#) programme of study.
- 4.3 RSE is taught within a timetabled programme of PSHE education, feeding into (and enhanced by) related learning eg. mental health and online safety. Certain topics are revisited through a spiral curriculum to progressively build knowledge across key stages. Schemes of work are planned following national guidance, identifying our learning objectives and intended outcomes before selecting or producing resources.
- 4.4 Delivery of the RSE programme by Form Tutors in the 1st to 5th Year and via the ENRICH programme for the Sixth Form, is supplemented by assemblies delivered by members of staff and/or external agencies and timetabled sessions run by external agencies.
- 4.5 The teaching of RSE includes, in an age appropriate way, discussion of gender reassignment, marriage and civil partnership, pregnancy, sex and sexual orientation. This is repeated throughout year groups in a spiral curriculum, and an expert on sexual health (Shannon Reddin of Enrich RSE) is brought in to deliver sessions to each year group, with a particular focus on the 3rd Year. The School also runs a Parents' Information Evening for all 3rd Year parents, which is led by Shannon Reddin and provides parents with an opportunity to learn more about the 3rd Year RSE programme and to ask any questions.
- 4.6 The curriculum content is delivered in a non-judgmental, factual way which allows scope for pupils to ask questions, whether publicly or on an individual basis. For example, pupils are able to contact Shannon Reddin via a School email account, should they have any questions arising from her sessions.
- 4.7 An overview of the learning in each year group can be found at Appendix 1 (1st to 5th Year) and Appendix 2 (Sixth Form).
- 4.8 Parents can access examples of the RSE resources used by the School via the dedicated PSHE pages on Firefly.

5 Parents' right to request to withdraw their child from sex education

- 5.1 In the 1st to the 5th Year, the Head of PSHE writes to parents prior to each RSE module with details of the subject to be covered and with a reminder of the right to request to withdraw their child as appropriate.
- 5.2 In the Sixth Form, the Head of Sixth Form writes to parents at the start of each academic year with details of the subjects that their child[ren] will cover within the RSE/PSHE programme during the forthcoming year.
- 5.3 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Requests should be made via email to the Deputy Head (Pastoral) - cjones@churcherscollege.com.
- 5.4 Unless there are exceptional circumstances, the School will grant the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.
- 5.5 Before granting any such request, the Headmaster or the Deputy Head (Pastoral) will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 5.6 The School will document this process and ensure that a record is kept.
- 5.7 If a pupil is withdrawn from sex education, the School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- 5.8 There is no right to withdraw from Relationships Education.

6 Sixth Form Health and Well-being Drop in

- 6.1 The School Health and Well-being Drop in is a free facility offered to Sixth Form students. It takes place approximately twice each term and is run by an external adviser who has up to date training in relevant aspects of sexual health and relationships. Drop in sessions provide students with an opportunity to seek guidance and to find out more about the support that is available.

7 Special Education Needs and Disabilities

- 7.1 RSE must be accessible for all pupils. Teaching will be differentiated and personalised to ensure that the content is accessible for all pupils, including those with SEND. Teaching will be sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. When designing and teaching RSE, the School will take into consideration that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.
- 7.2 Lessons will be planned to ensure that pupils of differing abilities, including high attainers, are suitably challenged.

8 Equality

- 8.1 The School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect, with particular regard to the Protected Characteristics in the Equality Act 2010.

9 Safeguarding and Child Protection

- 9.1 In accordance with *Keeping Children Safe in Education*, the School will ensure that children are taught about safeguarding, including about how to stay safe online.
- 9.2 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If such a disclosure is made to staff, or if staff have any safeguarding concerns, they will notify the Designated Safeguarding Lead (or, in his absence, a Deputy Designated Safeguarding Lead) and follow the procedures set out in the School's Safeguarding and Child Protection Policy and Procedures.

10 Feedback and Assessment

- 10.1 The School has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Feedback is provided on pupils' progress and progress is assessed through, for example, pupil tasks on Firefly (1st to 5th Year) or self-evaluation forms and a meeting of the co-curricular focus group (Sixth Form).
- 10.2 The Head of PSHE or the relevant Deputy Head of Sixth Form, as appropriate, use the results of assessments and feedback forms to identify where pupils need extra support or intervention.

11 Monitoring and evaluation

- 11.1 **1st to 5th Year:** The delivery of the RSE programme is overseen by the Head of PSHE in conjunction with the Deputy Head (Pastoral). They are responsible for the monitoring and implementation of the programme as well as evaluating its effectiveness.

After each RSE lesson, pupils are asked to provide feedback by completing a pupil reflection log. The pupils are asked to write down in the log something about the lesson that made them think, something they felt and something that they would take away from the session. The Head of PSHE checks these booklets throughout the year to make sure they are being completed accordingly.

Teachers who deliver the RSE programme are observed at least once a year, either by the Head of PSHE or a Head of House. Observers complete a lesson observation pro forma (see Appendix 3) which is then passed to the Head of PSHE, who reviews the feedback received and updates the content of the RSE programme accordingly.

- 11.2 **Sixth Form:** In the Sixth Form, the majority of the RSE content is taught by external speakers and specialist organisations (see the school Policy on Visiting Speakers). The delivery of the RSE programme is overseen by the relevant Deputy Head of Sixth Form in conjunction with

the Head of Sixth Form and the Deputy Head (Pastoral). They are responsible for the monitoring and implementation of the programme as well as evaluating its effectiveness.

Direct, structured student feedback on the RSE programme is gained via the sixth form "co-curricular student voice focus group", which meets twice a year, and with student polls. Students provide feedback on the content they have been taught, the delivery of that content, and any content they feel should be included. In addition, at least twice a year, all Sixth Form students are surveyed on the RSE elements of the PSHE programme. The survey asks for feedback on the sessions attended, checks student progress and asks what subjects the students would like to be included in the programme.

The Sixth Form also has a Health and Well-being working group, who meet to discuss factors relevant to Sixth Form students, and this can also inform the assembly programme.

Teachers and external speakers/specialist organisations who deliver RSE content are observed by a relevant member of the teaching staff – either a teacher who is involved in the delivery of the ENRICH programme, a Deputy Head of Sixth Form or the Head of Sixth Form. Observers complete a lesson or lecture observation form, as appropriate (see Appendix 4/5).

- 11.3 The School also consults with external agencies involved in the delivery of the RSE programme.

12 Consultation

- 12.1 The School has engaged with parents/carers in the development of this policy and will consult parents each time the policy is reviewed. The School has also sought to take into account the views of teachers and pupils when developing this policy and the RSE programme as a whole.
- 12.2 Parents are encouraged to contact the Deputy Head (Pastoral), Mr Chris Jones (cjones@churcherscollege.com), in the first instance, if they wish to provide feedback or have any queries on the School's RSE provision.

APPENDIX 1

1st to 5th Year RSE programme 2024-2025

	Topic	Presented by	Dates	Outline	Links to other areas of the curriculum.
1st year	Changes during puberty	External speaker (Enrich RSE) - assembly format (separate for girls and boys) Form Tutors	November	Emotional and physical changes that will take place during puberty along with strategies that young people can use to manage this period of transition. Body image and self-perception. Conception and discussions of healthy relationships. Introduction of the law relating to sex Healthy relationships are discussed in relation to friendship.	Revisited in 3rd year when pupils have more time with external practitioner.
2nd year	Positive Relationships Prejudice and discrimination	External speaker (Enrich RSE) gives an assembly and a session with each form group Form Tutors	January Feb-Mar	Respecting differences and LGBTQ+, sexual orientation and gender identity are discussed. Introduction to contraception. LGBT issues are also discussed in the 'Prejudice and Discrimination' unit later in the year - pupils look at the Stonewall riots	Ideas that are discussed with the external speaker are followed up by form tutors and expanded to look at different types of diversity.
3rd year	Rights and Responsibilities Contraception Male and female sexual health	External speaker (Enrich RSE) - 3 form time sessions Form Tutors	Nov - Jan	The law relating to sex. Your rights - consent Male and female anatomy and sexual health Healthy relationships and what a healthy relationship looks like is discussed. Contraception- safer sex and introduction to condoms. Conception	Contraception is revisited in the 4 th and 5 th year. Consent is revisited in the 5th year

4th year	Safer sex Healthy relationships	External speaker (Enrich RSE) – 1 form time session Form Tutors	March	Contraception is revisited - focus is given to HPV as well as discussing unplanned pregnancy. Where to find help and support is also discussed. Gender and healthy relationships are revisited in sessions with the form tutor. Coercive control within relationships.	Contraception is discussed in more depth, building on 3 rd year knowledge.
5th year	Sexual Health Relationships Sexual Harassment	External speaker (Enrich RSE) – assembly and a form time session Form Tutors External speaker – speaking about Girls, boys and Pornography	Sep-Oct	Assembly with external speaker - focus on sexual health, cervical, breast and testicular cancer screening. Aspects of healthy and unhealthy relationships- sexting, binge drinking, consent, pornography	Consent, sexual health and the importance of contraception is revisited from 3 rd and 4 th year

APPENDIX 2

Sixth Form RSE Programme 2024-2025

	Topic	Presented by	Outline
ENRICH programme (L6)	A Life with HIV	External speaker	Experiences of a long-term survivor (29 years) with HIV. Discussion on how HIV can be contracted, the treatment, prejudice against those HIV positive. Question and answer session.
ENRICH programme (L6)	School's Consent Project	External speaker	Issues to do with consent, for example at teenage parties
ENRICH programme (L6)	Everyone's Invited: What Next?	External speaker	Misogyny, positive masculinity, consent, pornography
ENRICH (L6)	In the Know – Sexual Health	External speaker	Relevant Sexual health support. The risk of chlamydia, and what to do if someone is concerned.

Informal drop-in (ongoing L6/U6)	Health and Well-being Drop In	External agent	Dispensing of contraception accompanied by appropriate advice, advice on all aspects of relationships and sex education, signposting important organisations. This is an anonymous service, unless there is a safeguarding reason to pass on information.
Assemblies/External Speaker (L6 or U6)	Fundamental British Values	Head of 6 th Form	Mutual respect and tolerance of those with different faiths, beliefs, sexuality and gender identity.
ENRICH (U6)	RSE sessions	External speaker	An overview and refresher of the world of Relationships, Sexual Health and Local Services that can support young people. The importance of consent, reducing risk and creating safer sexual experiences for future reproductive, sexual and emotional health.
Form Time (L6 or U6)	Consent	Form tutors	Issues to do with sexual consent discussed.
Form Time (L6 or U6)	Pregnancy	Form tutors	Pregnancy, 1st years of life, parental rights and pay, abortion, fertility discussed.

Appendix 3

Churcher's College RSE - 1st to 5th Year

MONITORING & EVALUATING RSE LESSONS

Date:	Form group:	PSHE Topic:
Please write a brief comment in regards to the following questions.		
Question	Comment (optional)	
Lesson content is comprehensive, accurate, unbiased and up to date.		
Lesson content is age appropriate.		
Pupils are engaged in the lesson.		
A safe learning environment is created, including appropriate, shared ground rules, effective use and handling of questions when addressing sensitive issues (if applicable).		
The lesson and its importance are valued by the teacher/s and pupils.		
Overall comment: (Please comment on the overall enjoyment and relevance of the lesson).		Booklets Are the booklets being completed? Y/N Do pupils seem to be engaging with these and writing reflective responses? Y/N

APPENDIX 4

Churcher's College Sixth Form RSE MONITORING & EVALUATING RSE LESSONS

In terms of best practice RSE education pedagogy, you may wish to focus on and highlight in your feedback:

- Students adhering to agreed ground rules
- Effective distancing through the use of case studies, scenarios, characters and so on
- Use of inclusive language
- Good use of questioning to extend students' understanding
- Good quality, safe RSE education resources
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services
- Support and differentiation for students who need it, including students with increased vulnerabilities
- Appropriate challenge
- Assessment for and of learning integrated into the lesson

Date:		Observer:	
Teacher & class	Lesson topic	What went well (WWW)	Even better if (EBI)

Features of an effective PSHE lesson	Evidence	Area for development
A safe learning environment is created e.g. appropriate, shared ground rules; distancing techniques ; effective use and handling of questions when addressing sensitive issues.		
Teacher demonstrates high levels of subject knowledge and confidence — showing their clear understanding of effective learning in RSE education.		
Teacher effectively gauges students' starting point (knowledge, understanding, skills, beliefs, attitudes), and uses this to adapt teaching and provide learning that builds on this starting point.		
Teachers are confident and skilled in discussing sensitive and/or complex issues . Effective discussion is a very strong feature; students are encouraged to investigate, express opinions and listen to others.		
Teacher communicates very high expectations, enthusiasm and passion for RSE education. The lesson has pace and all students are supported and challenged.		
Assessment for learning is an integral part of the lesson, with excellent use of baseline assessment, questioning, feedback and feed-forward.		
<p>Lesson activities allow the teacher to:</p> <ul style="list-style-type: none"> • identify what has been learnt during the lesson and what still needs to be learnt. <p>And allow students to:</p> <ul style="list-style-type: none"> • identify and reflect on their learning and what it means for them in their lives. 		

APPENDIX 5

Churcher's College Sixth Form RSE

MONITORING & EVALUATING RSE LECTURES

Lecture observers may want to consider the following in their feedback; please provide evidence wherever possible:

Date:	Observer:
Speaker (inc. organisation) & year group:	Lecture topic:
What were the key learning outcomes for the students?	
How well did the speaker engage the students? Comments may include aspects of any Q&A at the end of the talk	
Was the content appropriate for the age of the students?	
Links to other areas of the PSHE/RSE programme	
General Comments	

Please note the following from the Government's policy statement:

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

The review work will determine what statutory PSHE could look like in the context of statutory Relationships and RSE, and will also consider age-appropriate content and guidance. We would expect this to cover broad pillars of:

- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health;
- economic wellbeing and financial capability;