



Relationships and Sexual Education (RSE) Policy

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Document Quality Control

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Policy

1.0 Introduction

- 1.1 This policy should be read in conjunction with the college Safeguarding and Child Protection Policy, Peer on Peer Abuse Policy (and action plan), E-safety Policy, Anti-bullying Policy, Gender Policy, the Wellbeing Policy and the Health and Medical Policy.
- 1.2 We are required to teach RSE as part of the revised DfE statutory guidance, which states that from summer 2021 all secondary schools must deliver RSE.
- 1.3 In creating this policy, the following guidance and legislation was looked at:
 - Relationships and Sex Education DfE September 2021
 - Education Act 1996
 - Learning and Skills Act 2000
 - Education and Inspections Act 2006
 - Equalities Act 2010
 - Submanry guidance RSE for the 21st century (2014)
 - KCSiE 2021
 - The Equality Act 2010
- 1.4 RSE is a positive and protective part of the Curriculum. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives and this is something that Cardiff Sixth Form College, Cambridge actively promotes.
- 1.5 The purpose of the RSE curriculum is to help ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. RSE is delivered and taught in the context of the Rights protected by the United Nations Convention on the Rights of the Child (UNCRC) and this is something that is promoted to the student body via the college EDI Officers (Equality, Diversity and Inclusion Group)
- 1.6 RSE delivery at the college aims to support all learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Cardiff Sixth Form College, Cambridge encourages pupils to seek support on issues relating to RSE and to advocate for themselves and others.
- 1.7 When delivering RSE, all needs of the learners are taken into consideration such as the learner's age, knowledge and maturity and whether the learner has any additional learning needs. Within the college's delivery of RSE a number of appropriately qualified staff including pastoral staff and the college's medical team are involved in order to ensure that specific requirements of the curriculum are delivered by those with the most expertise and up-to-date knowledge.
- 1.8 The college has designed its RSE Framework addressing themes and matters to be encompassed by the mandatory element of RSE. These three strands are;
 - Developing and expressing identity and forming relationships;
 - Understanding sexual health and well-being;

- Fostering safety and respect, being valued and supported.

- 1.8 The college is inclusive in its approach to delivering RSE and themes within the current RSE framework reflect areas across each of these strands addressing relationships, rights and equity; sex, gender and sexuality; bodies and body image; sexual health and well-being; and violence, safety and support. The college RSE framework also addresses an awareness and understanding of different identities, views and values and a diversity of relationships, looking at gender and sexuality, including LGBTQ+ lives.
- 1.9 Cardiff Sixth Form College, Cambridge aims to assist pupils to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. In line with the Four Main Purposes stated within the Curriculum and Assessment (Wales) Act 2021, the college delivery of RSE aims to develop all its learners, enabling them to develop as ethical, informed citizens of the UK and the world and to develop pupils as healthy, confident individuals ready to live fulfilling lives as valued members of society. As a result of this the above themes are not only prominent within the RSE curriculum framework at the college but are also reinforced throughout monthly pastoral themes, promotion of local and national awareness weeks and days and via other college pastoral initiatives such as the CREATE © portfolio and the CREATE© Wellness Programme.
- 1.10 The RSE framework is also mapped within the college's PSE provision.

2.0 Mandatory Requirement

- 2.1 RSE will be a mandatory requirement in the Curriculum for all learners from age 3 to 16. There is no right to withdraw from RSE in the new curriculum and all learners must receive this education. Despite this, as the new curriculum is being phased in, some pupils may still exercise their right to be withdrawn from RSE pending the new curriculum arrangements being rolled out to their school year.
- 2.2 Further details on which topic areas are explicitly covered by GCSE, AS and A2 pupils at the college can be found within Appendix 1. The college Deputy Head, Pastoral oversees RSE and PSE provision at the college and supports the Head of House Team, the Medical Team and wider pastoral staff input in delivery of topic areas for this. In both KS4 and KS5, set sessions are prepared by the college nurse, who is a trained Sexual Health nurse and a qualified SHOT (Sexual Health Outreach Team) C Card trained member of staff. Throughout college assemblies and PSE and RSE sessions, pupils will be signposted to the nurse who can offer support and guidance on any sexual health related issues.

3.0 The Delivery of RSE (Relationships and Sex Education)

- 3.1 RSE is not taught as a discrete subject and is covered in a number of subject areas as well as PSE, such as Biology. Where cross-curricular links are covered these are clearly signposted within the RSE and PSE curriculum frameworks.

- 3.2 RSE is part of a whole-school approach and the college recognises that RSE is a broad and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan.
- 3.3 The college engages with learners, parents, carers and the wider community through Cardiff Sixth Form College, Cambridge feedback questionnaires, offering the whole college community the opportunity to discuss and engage with decisions about learning and teaching in RSE.
- 3.4 The college's approach to RSE is protective and preventative and delivery takes into consideration how pupils may need support coping with change, conflicts and pressure. In line with the college's Peer on Peer Abuse Policy pupils should be able to recognise where peer on peer abuse and harmful sexual behaviours or violence against women, for example have taken place and how they can seek help and advice
- 3.5 The teaching of RSE should respond to and be respectful of the lived experiences of learners and teaching staff and practitioners are always mindful to recognise, learners' social, physical, emotional and cognitive development and needs, as well as their evolving knowledge and experience.
- 3.6 Pupils at Cardiff Sixth Form College, Cambridge have sessions with strong emphasis on healthy relationships, as well as exploring issues such as; self- confidence, decision making, peer pressure, safe and safer sex and STIs.
- 3.7 In both KS4 and KS5, sessions are prepared by the college nurse, who is a trained Sexual Health nurse and a qualified SHOT (Sexual Health Outreach Team) C Card trained member of staff. Throughout college assemblies and PSE and RSE sessions, pupils will be signposted to the nurse who can offer support and guidance on any sexual health related issues.
- 3.8 Within RSE delivery, the college pays reference to three strands - Developing and expressing identity and forming relationships, Understanding Sexual Health and Wellbeing and Fostering safety and respect, being valued and supported. All strands are signposted within the college's RSE curriculum framework and content is appropriate to learner development and through all key stages learners are able to build on prior knowledge and understanding. Where content maps to the Health and Well-being Area of Learning and Experience, this is also signposted to staff and pupils via the curriculum framework. As learners develop, teaching and learning focuses on exploring how physical changes have an impact on well-being and relationships. It also focuses on developing understanding of the possible outcomes of the decisions made relating to sexual health and relationships. RSE at Cardiff Sixth Form College, Cambridge is not taught in isolation and is explicitly mapped to others areas of PSE provision.
- 3.9 Within the last strand of RSE delivery, learners develop an understanding of the impact of different types of behaviour on others and the importance of self-regulation to ensure all learners' rights are respected. Deliver is mapped to the UNCRC and pupils are taught that their right to be free from all forms of discrimination, violence, abuse and neglect is enabled by trusted adults who support their safety, as well as through legal protections that exist for all including consideration of the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015. Learners are signposted to the concept of consent along with internal and external support services should they be concerned about their safety. Learners will also develop the ability to behave in a respectful and supportive way..
- 3.10 Topic areas that are covered as part of RSE are highlighted in Appendix 1 within the main PSE college curriculum framework.

4.0 The Aims of RSE

- 4.1 RSE aims to promote healthy, responsible choices for students by providing them with factual information about a variety of topics. Students also focus on skills such as decision-making, refusal and negotiation, and are encouraging to discuss their health and well-being concerns with parents/carers, supportive adults and qualified health professionals.
- 4.2 The aims of RSE are ultimately to enable learners to develop as:
- Ambitious, capable learners, ready to learn throughout their lives
 - Enterprising, creative contributors, ready to play a full part in life and work
 - Ethical, informed citizens of Wales and the world
 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

5.0 The Learning Outcomes of RSE

- 5.1 At the end of each topic pupils are encouraged to complete pupil self-review and evaluation worksheets to enable pupils to share their thoughts and opinions on the content of RSE lessons to ensure they are appropriate and relevant to the pupils' needs.
- 5.2 The following six areas of learning and experience have been adopted and signposted in the current RSE curriculum framework
- Expressive Arts
 - Health and Well-being
 - Humanities
 - Languages, Literacy and Communication
 - Mathematics and Numeracy
 - Science and Technology

6.0 Confidentiality and Child Protection

- 6.1 When teaching any sensitive issue, if there is reason to believe a pupil is at risk or a cause for concern, the college's safeguarding procedures are followed. Teachers are not permitted to guarantee confidentiality to students. Whenever they believe that a student is involved in illegal or dangerous behaviour inside or outside school they have a duty to inform the Designated Safeguarding Person. Similarly, if a child is being abused in any way a teacher is obliged to report it even if the student asks them not to. Teachers are required to make it clear that they cannot maintain confidentiality.
- 6.2 The college policy on Safeguarding and Child Protection along with the Peer on Peer Abuse Policy should be referred to for further information.
- 6.3 Where disclosures are made, in line with the college Safeguarding and Child Protection Policy aside from making a referral, the delivery of RSE also ensures that learners are given guidance about where they can obtain confidential advice, counselling and where necessary, treatment

7.0 Working with Parents and 'opting out'

- 7.1 As a college it is appreciated that the teaching of some aspects of RSE might concern some parents and guardians, however the benefits of the programme when developing independent young adults are noted widely through college communications.
- 7.2 When more sensitive or specific aspects of the RSE programme are covered, the college notes the importance of notifying parents in advance and giving pupils, parents and guardians the right to withdraw from an aspect of the RSE programme whilst the new curriculum is being phased in.
- 7.3 Any concerns about the delivery of the RSE programme should be directed to the college Deputy Head, Pastoral.
- 7.4 Parents will be notified that they have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The head will discuss the request with the parents to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the potential detrimental consequences of withdrawal on the child.
- 7.5 The head will also consider a student's specific needs arising from their SEND into account when making this decision.
- 7.6 On completion of any discussions with the head, CSFC Cambridge will comply with 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 should make arrangements to provide the child with sex education during one of those terms.