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1. This policy covers our school's approach to RSE. We believe Relationship & Sex Education is an essential part of the curriculum as today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on 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 academic, personal and social lives in a positive way. This policy was produced by the leader for this subject through consultation with the Governing body, the principal, staff, parents, and pupils and ensures contents of the course meet the statutory requirements as set out by the DfE. Consultation took the form of sharing of the draft document, Governor's meetings, and parental consultation. It will be reviewed in 2024.
2. This policy will be shared with all interested parties both in the school and the wider community. All staff members and Governors receive a copy of the PSHE policy. Hard copies are available from the school office on request from parents. An electronic version is available on the school website for parents and prospective parents as well as other interested parties.
3. Our school's overarching aim is to provide high quality, evidence-based and age-appropriate teaching that can help prepare pupils for the opportunities, responsibilities and experiences of adult life. We view the partnership between home and school as vital, supporting our parents to guide children on their journey into adulthood. Our aim in RSE is to ensure pupils are making safe and healthy choices as well as having a clear understanding of laws, knowing where and how to access help or signpost a friend or colleague in the future to get suitable support.

4. As Relationship and Sex Education treats sensitive subjects, we ensure that RSE is delivered by professionals in a safe and supportive environment. Deliverers ensure that trust and respect is paramount and class ground rules are designed and agreed by pupils. Distancing techniques are used to depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Deliverers do not discuss personal experience or give personal opinions. Pupils can ask confidential questions through the means of our anonymous PSHE post boxes. All staff are supported by the subject lead, wellbeing lead. The PSHE lead has completed an audit to see which staff are more competent and confident delivering and identified where training is needed.
5. We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to being inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. Through RSE at Tower College will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010. We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour. This includes sexually transmitted infections and sexual health. We take the approach that Relationships and Sex Education are best approached in an integrated way and all pupils are entitled to this education. We will respect the wishes of parents who may wish to remove their child from certain topics however, simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.
6. Teaching is delivered by form tutors and resources and schemes of learning are developed by the subject lead. As a school, we are members of the PSHE Association and use their guidance to create a thematic, spiralling scheme of work. The year is divided into half termly topics from one of three core areas: Health and Wellbeing, Living in the Wider World and Relationships. RSE elements are intertwined within these areas. Resources are appropriate and accurate. Pupils learn through active discussion and participation in group work to practise their social development; active learning – doing, reflecting, learning, and applying; and independent work to reflect on personal needs and goals. Learning and progression is evaluated by

comparing prior knowledge to the end of the session and encouraging self-assessment including check lists, displays, baseline tests and timelines; peer group assessment including oral feedback or comment boxes; and teacher assessment through observations, reviewing written work and book looks. Teachers ensure that sessions do not scare, or shock and the tone is appropriate, even when delivering on 'risky behaviours. Teachers help pupils make connections between their learning and real-life behaviours by providing relatable examples and scenarios and encouraging critical reflection. Teachers are careful to ensure that they do not set up polarising debates and are sensitive to a range of views. Schemes ensure pupils have access to the learning they need to stay safe and healthy and protect and enforce their human rights by providing clear, impartial information which will allow them to make sensible, informed life choices in the future and improve their problem solving skills. Learning in RSE is cross curricular and also takes a triangulated approach along with well-being. Where necessary, external speakers are invited in and whole school drop down days provide a deeper learning experience for pupils and strengthen their practical application of skills.

7. Parents and carers have access to this policy and have been invited to attend a PSHE/RSE parent information evening to ensure we are being transparent in the topics we are delivering and to help them support the young people out of school.

8. This policy will be reviewed annually unless otherwise dictated.