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| **Woolston 6th Form College****WoolstonPost16_6thFormCollege****Relationships, Sex and Relationships Education and Health Education Policy** Headteachers: Mr Paul King & Miss Lucinda DuffyWoolston 6th Form CollegeWoolston Learning VillageHoles LaneWoolstonWarringtonWA1 4LSTel: 01925 811447   Date: Sept 2019 Review Date: Sept 2021 |

# PHILOSOPHY

Relationships, Sex and Relationships Education (SRE) and Health Education all aim to inform children and young people about relationships, emotions, sex, sexuality, being healthy and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being. SRE at Woolston 6th Form College is planned as part of Personal Social and Health Education (PSHE) and is woven throughout our vocational curriculum, course groups listed below:

* Supported Living Skills
* Independent Living Skills
* Preparation for Work
* Hospitality & Catering
* Office & Admin
* Café & Retail
* Horticulture

At Woolston 6th Form College, students will continue to build upon prior learning and cover the following with PSHE lessons:

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| Learners supported to work at Entry Level 1 (OCR) | Learners working at Entry 1/2/3 (Open Awards) |
| Self-awarenessEmotional wellbeingDealing with problemsHaving your sayKeeping safeDeveloping independent living skills | Personal DevelopmentEmotional WellbeingStress ManagementHealthy Living |
| Health & SafetyEsafetyAnti-bullyingPubertyPublic and PrivateFriendships & LoveEmotionsRelationshipsAppropriate behavioursConsentDiversity – it’s ok to be different |

# AIMS

The aims of this policy are in compliance with SRE Guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2018).

* To define SRE
* To describe how SRE is provided and who is responsible for providing it.
* To say how SRE is monitored and evaluated
* To be reviewed regularly
* To be available for inspection and for parents

The Governing Body will involve parents, health and other professionals to ensure that SRE addresses the needs of the community, education and health priorities, and the needs of our students. DfE guidance is that SRE and Relationships Education is delivered as part of the PSHE curriculum. It is up to the individual school to decide exactly how RSE and Relationship Education is taught and in our case, it is on a student-by-student basis.

# SRE GUIDANCE and LEGISLATION

* At Key Stage 5 it is recommended to have three core themes: Health & Wellbeing, Relationships, Living in the Wider World. The core themes focus on:

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| Core theme 1: Health & Wellbeing | * Independent living
* Physical, emotional and mental health
* Health & Safety
* Accessing help, advice & support
* Making informed choices about health and wellbeing
* Responding in an emergency
* The influence of media
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| Core theme 2: Relationships | * Healthy relationships including at work
* Managing emotions
* Managing risky/unhealthy relationships
* Consent
* Respecting equality & diversity
* Accessing help, advice & support
 |
| Core theme 3: Living in the Wider World | * Rights and responsibilities
* Making informed choices
* Developing employability
* Business environments
* Financial choices
* Living safely in an online world
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* All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum science programmes of study. It is the school governors’ responsibility to ensure that the policy is developed and made available to parents for inspection.

# SPECIAL SCHOOLS and SRE

Special and mainstream schools have a duty to ensure that students with special educational needs are receiving SRE. The SRE Guidelines states SRE should help all students understand their physical and emotional development and enable them to make positive decisions about their lives. The Special Educational Needs Code of Practice (DfE 2001) describes the governing body’s responsibilities to ‘ensure necessary provision is made for students who have special educational needs.’ Children and young people with special needs are particularly vulnerable to abuse and SRE can help them to protect themselves now, as well as prepare them for adult life.

**DEFINITIONS**

**RSE (Secondary)**

***‘***A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline’ (21st Century Guidance 2014).

**Physical Health and Wellbeing**

‘Give information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others when they arise and seek support as early as possible’ *taken from DfE Draft Guidance 2018*

# TEACHING and LEARNING STYLES

Teaching and assessment is planned through individual, paired, group or whole class activities. Students are encouraged to work independently or in groups, whichever is appropriate to the activity and the ability of the student.

# SCHEMES OF WORK

SRE is included in the long term plan for PSHE. The SRE programme is used throughout the college changing to meet the developing requirements of the young person, as they grow older. Students benefit and learn from a curriculum that spirals so they can return and revise, re-learn or approach topics within relationship education from different levels or angles. Staff use the correct medical vocabulary for sexual parts of the body at all times. The long term plans cover a range of areas that fit into the three core areas above – see ANNEX 1

Any student with specific issues arising within the area of SRE will be addressed in consultation with the parents/carers and only within contexts where student, parent/carer and staff feel confident and comfortable.

# DELIVERY

The Sex and Relationships Education programme is delivered through PSHE lessons.

The Delivery of SRE is the responsibility of class teachers and will be taught as part of the PSHE curriculum in discrete lessons.

# RESOURCES

The Head of College will purchase resources to facilitate lesson delivery and understanding. These reflect the differences in culture, religion, gender and ability in our community, as well as supporting the long term plan. Teachers are encouraged to draw upon the PSHE Association resources and guidance.

**MANAGING TRICKY QUESTIONS**

Teachers and other adults may be asked questions pertaining to sex or sexuality which go beyond what is set out in the guidance. School based staff should answer these questions truthfully, drawing on resources as needed. Staff should be mindful of the student’s developmental age when answering. If staff are unsure how best to answer, they should tell the student that they need to find out more information and seek advice. Questions should always be answered.

**LGBTQ+**

Teaching of LGBTQ+ will be sensitive, age appropriate and delivered as an integral part of the curriculum.

# ICT PROVISION

Students will access some aspects of SRE within the PSHE curriculum, for example, educational DVDs, Internet, and computer programmes, as appropriate and under staff supervision. Students will learn about e-safety throughout the curriculum.

# CROSS CURRICULAR LINKS

PSHE is taught as a discrete subject at Woolston 6th Form College, but it also underpins other curriculum areas. PSHE can be found in health & safety in Hospitality & Catering, healthy lifestyles in Horticulture, esafety in Office & Admin etc.

PSHE, including SRE skills is taught throughout the school day, and will be acknowledged and celebrated within assemblies and themed weeks.

# DIFFERENTIATION

PSHE including SRE is taught using methods and resources that meet the individual needs of all our students in a relevant and balanced manner.

Personalised learning plans are created by class teachers for every student on a termly basis and include personal targets for independence and social, emotional and mental health.

# EQUAL OPPORTUNITIES

SRE will be delivered to all students. Teaching will reflect methods and resources embracing differences in culture, religion, gender and ability, sensitively and positively.

# MONITORING AND EVALUATION

The long term plan is reviewed regularly with all teaching staff and updated as appropriate.

The policy is reviewed every two years by the Head of College.

# HEALTH AND SAFETY

At Woolston 6th Form College, we have a duty to ensure that students are properly included in Relationship Education, SRE and Health Education. Relationship Education, SRE and Health Education should help all students understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents and carers of children with special needs may find it difficult to accept their child’s developing sexuality. Some students will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. All students will need help to develop skills to reduce the risk of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

# CHILD PROTECTION/SAFEGUARDING

If a member of the school’s staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they will use the standard child protection procedures. All staff are made aware of these procedures by Lyne Ledgard.

# HOME / SCHOOL LIASON

Copies of the SRE policy are available for parents and will be sent home on request when feedback /comments will be invited. A copy of this policy is available on the school website.

 Annex 1 – PSHE/Careers Long Term Plan

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| --- | --- | --- | --- | --- |
|  |  | **Autumn** | **Spring** | **Summer** |
| **2019-20** | **OCR** | **Developing Self-awareness (E1)** | **Recognising work areas in the wider community (E1)** | **Emotional Wellbeing (E1)** |
| **Open Awards**  | **Personal Development (E1/2/3)** | **Rights and Responsibilities (E1/3)****Engage in discussion (E2)** | **Emotional Wellbeing (E1/2)****Stress Management (E3)** |
| **2020-21** | **OCR** | **Dealing With Problems (E1)** | **Developing Independent Living Skills: keeping safe (E1)** | **Participating in a mini enterprise project (E1)** |
| **Open Awards**  | **Healthy Living (E1/2/3)** | **Preparing for a work placement (E1)****Applying for Jobs and Courses (E2)****Skills for Gaining Employment (E3)** | **Knowing your local area (E1/2/3)** |
| **2021-22** | **OCR** | **Using Interpersonal Skills to have your say (E1)** | **Recognising Centre Staff & the Jobs They Do (E1)** | **Developing Independent Living Skills: having your say (E1)** |
| **Open Awards** | **Substance Misuse Awareness (E1/2)****Substance Misuse (E3)****Personal Awareness (E1/2/3)** | **Taking Part in an Interview (E1)****Preparing for and Taking Part in an Interview (E2)****Employment Skills (E3)** | **E-Safety (E1/2/3)** |
| **Themes to weave into the curriculum:** | **British values****The rule of law****Health & Safety** | **E-safety****Antibullying** | **Prevent****Extremism****Who can we trust?** | **Relationships****Appropriate behaviours****Consent** | **Emotions and wellbeing** | **Diversity – It’s ok to be different** |

 **Form 3 (Mixed group)**

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| --- | --- | --- | --- | --- |
|  |  | **Autumn** | **Spring** | **Summer** |
| **Year 1****2019-20** | **OCR** | **Developing Self awareness (E1)** | **Using Interpersonal Skills to have your say (E1)**  | **Recognising Centre Staff & the Jobs They Do (E1)** |
| **Year 2****2020-21** | **OCR** | **Developing Independent Living Skills: having your say (E1)** | **Emotional Wellbeing (E1)** | **Participating in a mini enterprise project (E1)** |
| **Year 3****2021-22** | **OCR** | **Dealing With Problems (E1)*** **Physical wellbeing**
* **Healthy Lifestyles**
 | **Recognising work areas in the wider community (E1)** | **Developing Independent Living Skills: keeping safe (E1)** |
| **Themes to weave into the curriculum:** | **British values****The rule of law****Health & Safety** | **E-safety****Antibullying** | **Prevent****Extremism****Who can we trust?** | **Relationships****Appropriate behaviours****Consent** | **Emotions and wellbeing** | **Diversity – It’s ok to be different** |

Core theme 1: Health & Wellbeing

 Core theme 2: Relationships

 Core theme 3: Living in the Wider World