



Relationships and Sex Education Policy

Woodbridge College

Reviewed March 2023

1. Aims

The aims of Sex and Relationships Education (RSE) at college are to:

- Provide a framework in which sensitive discussions can take place
- Support students in their adult life, giving them an understanding of themselves and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- To have positive role models in college, demonstrating how to treat each other with respect and how to foster positive relationships.
- Educate students to respect and understand themselves and others
- Provide information to which students are entitled, whilst clarifying and reinforcing knowledge which students have already acquired
- Raise student's self-esteem and confidence, especially in their relationships with others
- Help students to understand their sexual feelings and behaviour, so they can lead a fulfilling life
- Develop the skills (language, decision making, choice and assertiveness) necessary in a range of situations
- Give students the skills necessary to avoid exploitation, misunderstanding and abuse
- Give access to information and facilities appropriate to individual needs

2. Statutory Requirements

Woodbridge College is a Post 19 Provision and as part of Woodbridge Academy Trust, must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Woodbridge College RSE is addressed as set out in this policy.

Ratification – the policy will be shared with Governors and ratified accordingly.

3. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

4. Curriculum

We are passionate about developing student's independence and community visibility. Everything we do is underpinned by the Preparing for Adulthood Framework, helping students work towards their life ambitions. This ensures that students are supported to be prepared for adulthood, from future work and community life, to independent and healthy living.

Personal development is both an implicit and explicit element, which includes specific focused sessions of RSE.

RSE is built into curriculum units.

6. Delivery of RSE

At Woodbridge College, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some young adults may have a different structure of support around them (for example: supported living).

In addition, students will receive annual, stand-alone RSE sessions delivered by a trained education professional. Students who might need extra support to access these activities have their own bespoke sessions based on the content of the programme.

7. Roles and Responsibilities

7.1 The Board of Trustees / College Governors:

The Board of Trustees has delegated the approval of this policy to Woodbridge College Governors

7.2 The College Principal

The College Principal is responsible for ensuring that RSE is taught consistently across the college.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Training

The delivery of RSE is modelled to staff in bespoke sessions delivered by external partners. It is included in our continuing professional development calendar.

The College Principal will also invite visitors from outside the college, such as Learning Disabilities Team or sexual health professionals, to provide support and training to staff when needed.

10. Monitoring Arrangements

The delivery of RSE will be monitored as part of the usual cycle of Teaching and learning Evaluations.

This policy will be:

Reviewed by College Principal. At every review, the policy will be approved by the trustee members of the Governing Board

Appendix 1: To revisit the expectations of what secondary age students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in college and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

