

## **JUNIOR COLLEGE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION POLICY**

In accordance with the Guidance into Full-time enrolment of 14 to 16 year olds in further education and sixth-form colleges' document, as well as the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020 guidance, the Junior College's must have regard to and provide education on Relationships Education, Relationships and Sex Education (RSE).

### **Principles and Values**

The EKC Junior College's firmly believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be provided for all students including those with physical, learning or emotional difficulties
- Be an entitlement for all young people developing self-respect and empathy for others.
- Be about learning to make choices with an absence of prejudice.
- Help students develop an appreciation of the consequences of choices made.
- Address how to manage conflict.
- Provide students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **Aim**

There are three main elements to our RSE programme:

1. Gaining knowledge and understanding
2. Developing positive attitudes and values
3. Extending personal and social skills

### **Organisation and Delivery of Relationships Education, Relationships and Sex Education**

The EKC Junior Colleges specifically delivers RSE through its PSHE Project Programme as well as through mandatory 'worship'.

Students engage in project-based learning as part of the Level 2 Personal Growth and Wellbeing qualification, embedding RSE through opportunities such as;

- Community projects and social action and Business Enterprise
- Group tutorials, lessons, and debate
- Guest speakers and performers.

Policy Owner: Executive Director of Education

Approving Body: Policy Development Group / GLB

Stage of approval: Approved

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Each of the EKC Junior Colleges has a unique curriculum that is relevant to their local offer. This should be in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community. Most of the Sex Education content will be covered through STEAM lessons (Science, Technology, Engineering, Arts, and Maths), but other aspects of the curriculum may cover areas such as Relationship Education. Full overviews of where and how RSE is delivered can be provided by the Head/Deputy of Junior College.

The quality of the curriculum is monitored regularly with particular attention to the content, intent, and implementation of RSE. All feedback is provided to the Head/Deputy of Junior College to make adaptations if required. Regular pathway reviews take place by the Head/Deputy of Junior College, and RSE should be a key focus point of these observations.

## **Worship**

As part of the 14-16 direct entry guidance, it clearly states the requirements to have 'daily acts of worship' embedded into the curriculum. As a non-faith educational provider, this is looked at as an opportunity for students to reflect and encourages them to create the best versions of themselves in their local community. Worship therefore explores:

- What are my strengths and weaknesses?
- How do I support and interact with my peers and those I encounter?
- How can I achieve the best I can?
- What can I do today to be better than yesterday?
- Fundamental British Values

These points, as well as others, are discussed and explored through form time, whole Junior College assembly, PSHE sessions, and Progression Mentor 1:1s. External speakers are also often invited to share their own stories, journey and strategies of "personal worship".

## **Inclusion**

### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### Students with Special Needs

We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. Junior

College staff should also be mindful of preparing for adulthood outcomes, as set out in the SEND code of practice when teaching these subjects to those with SEND.

## Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that RSE is relevant to them. Junior Colleges must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

### **Right for a student to be excused from Sex Education.**

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Head/deputy of Junior College to discuss the request with parents/carer and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Further information and guidance on sex education withdrawal can be found in the section 'Right to be excused from sex education (commonly referred to as the right to withdraw' in the Department for Educational RSE guidance 2020.

If a pupil is excused from sex education, it is the Junior Colleges' responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal either from their college site or home/virtual. There is no right to withdraw from any other aspects of the curriculum.

Tutors cannot offer unconditional confidentiality. Tutors are not legally bound to inform parents/carers of any disclosure, but if the Tutor is concerned, they are to pass information over to a designated safeguarding officer.

Associated websites:

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>