

Westminster Tutors



RSHE Policy

2026-2027

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1. Introduction

- 1.1 As a sixth-form college, Westminster Tutors is not subject to the statutory RSHE requirements that apply to schools. We nevertheless recognise the value of this education and cover relevant aspects through our Student Discussion programme, tailored to students' ages and needs. The College voluntarily draws on the Department for Education's revised Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, published in July 2025 and effective from 1 September 2026.
- 1.2 RSHE at the college is set within a broader base of self-esteem and responsibility for the consequences of one's actions. In essence, the RSHE programme not only seeks to extend biological understanding of sexual development and behaviour, which has been covered in the Science national curriculum, but also to promote emotional well-being by placing RSHE education within the broader context of social and sexual relationships. RSHE is thus an essential component of the students' social, moral, spiritual, and cultural development, and its purpose is to provide the students with the understanding, self-respect and empathy to engage in happy and healthy relationships.
- 1.3 The RSHE programme tries to reflect the College's ethos and demonstrates and encourages the following values:
 - Self-respect.
 - Respect for others and diversity.
 - Responsibility for one's actions.
 - Responsibility to the broader community and society.
 - All actions have consequences.

2. The RSHE Curriculum

Intent

- 2.1 The Westminster Tutors RSHE programme provides practical and individualised relationships, sex and health education for students in all year groups, including those on retake and intensive courses, in line with the College's inclusive approach. Teaching is adapted to students' age, understanding, special educational needs and disabilities, with appropriate individual support and reasonable adjustments.
- 2.2 Regarding the approach to teaching and learning, the primary objective of the RSHE policy is to foster and stimulate debate amongst the students and inform them of key corroborated facts so that they can make informed decisions for themselves.

Implementation

- 2.3 The Principal retains oversight of the Westminster Tutors curriculum, including PSHCE and RSHE. The Pastoral Coordinator coordinates the programme, checks that resources are accurate, age-appropriate and accessible, and ensures that staff have suitable preparation and support for sensitive discussions.
- 2.4 PSHCE, including RSHE, is delivered through Student Discussion for one hour each week, except during mock examination weeks. Individual support and reasonable adjustments are arranged where appropriate.

- 2.5 Besides the Principal, other tutors are invited to contribute to the college's PSHCE curriculum, especially those with professional or academic expertise in any topics, such as RSHE.
- 2.6 Where external speakers contribute, the Pastoral Coordinator checks their proposed content and materials in advance, with the Principal retaining oversight. Safeguarding arrangements and the handling of disclosures are agreed before the session.
- 2.7 The Pastoral Team of study skills and pastoral mentors in individual mentoring sessions may also cover RSHE topics.

The Approach of the Sessions

- 2.8 All RSHE sessions should be:
- Student-centred.
 - Structured and evaluated.
 - Informative, stimulating and up-to-date.
 - Authoritative: the information given must be accurate as far as possible.
 - Provide an opportunity for discussion and allow each student's voice to be heard.
- 2.9 Sessions establish respectful ground rules. Students are not required to disclose personal experiences, and sensitive individual questions may be followed up privately. Staff respond to concerns without blame and explain the limits of confidentiality.
- 2.10 The outcome of the RSHE sessions should be that students can:
- Articulate their ideas and perspectives to demonstrate they have developed a degree of self-knowledge, self-esteem, and self-confidence.
 - Understand and value the opinions and perspectives of other students in our community.
 - Respect diversity and pluralism in the broader community and society.
 - Understand the need for law and their rights and responsibilities as citizens in the UK.
 - Understand the basics of critical topics such as consent, STIs and personal safety.
 - Make informed choices and understand the principal risks and issues involved.
 - Understand how stereotypes based on sex, gender, sexuality, race, religion, or disability can cause damage.
 - Understand that specific actions have consequences beyond the act, e.g., unprotected sex, homophobic talk or sexism.
 - Understand what constitutes sexual harassment and sexual violence and why such behaviour is unacceptable.
 - Appreciate that we are all, to some extent, accountable and responsible to others.
 - To understand the concepts and laws relating to sexual consent.
- 2.11 In addition to RSHE group sessions at Westminster Tutors, students can meet individually with a tutor to discuss any questions or issues they may not feel comfortable or secure discussing in a group setting.

- 2.12 The aim is to create a safe space for students to discuss or question topics and support their personal development and pastoral needs. Staff must explain the limits of confidentiality and must not promise to keep safeguarding concerns secret. If a student makes a disclosure or a member of staff is concerned that a child is at risk, they must inform the Designated Safeguarding Lead immediately and follow the College's Safeguarding Policy, taking account of Keeping Children Safe in Education (2026). Concerns about students aged 18 or over must follow the separate adult-student safeguarding route in that policy.
- 2.13 Sean Doherty, Principal, is the Designated Safeguarding Lead (DSL). Monika Loewy, Pastoral Coordinator, is the Deputy Designated Safeguarding Lead (DDSL). The safeguarding contact email is dsl@westminstertutors.co.uk. Where a concern involves the Principal/DSL, staff must use the alternative reporting route set out in the Safeguarding Policy.

Topics

- 2.14 The College provides a planned core programme covering healthy relationships and consent, coercion and domestic abuse, sexual health, online sexual harm, and how to access support. Students' and parents' PSHCE survey responses inform and supplement this programme. Broader health education is addressed within the wider PSHCE programme. The RSHE programme includes the following topics, adapted to students' ages and needs:
- Consent
 - Sexual assault and harassment
 - Online safety, including AI-generated intimate images, deepfakes, sextortion and how to report concerns
 - Child-on-child abuse
 - Relationships and Dating
 - Coercion, controlling behaviour and domestic abuse
 - Virginity and Sexual Experience
 - Peer Pressure
 - Safer Sex and Use of Condoms
 - Contraception
 - STIs
 - HIV/AIDS
 - Sexual Identity and Homophobia
 - Teenage Conception and Parenthood
 - Abortion
 - Moral and Ethical Dilemmas
 - Gender roles and sexism
 - Accessing advice, sexual health services and safeguarding support

Impact

- 2.15 Effective RSE provision should lead to measurable outcomes regarding knowledge, skills and understanding behaviour. Each RSHE session, therefore, includes appropriate follow-on activities that make the session meaningful, relevant, and authentic, as well as provide opportunities for assessing learning and measuring progress.
- 2.16 Reflections on the sessions will occur in the PSHCE records, with a measurable outcome in the annual student survey, including responses to the RSHE programme and its effectiveness.

Issues Raised & Vulnerable Students

- 2.17 If students raise issues of concern during RSHE sessions, these are followed up with appropriate pastoral support, either with a personal tutor or the DSL or DDSL. Pastoral mentors may address non-safeguarding-related issues. Personal information is shared only where necessary and proportionate, with those who need to know. Anonymised themes should normally be used when informing subject teachers of relevant curriculum issues; personal disclosures must not be circulated simply because they relate to a subject.
- 2.18 The college policy and procedures must be followed regarding disclosures or issues relating to Safeguarding & Child Protection.

Consultation with Parents & Students

- 2.19 As with the whole PSHCE programme, the RSHE programme at Westminster Tutors is flexible, individualised and responsive to students' needs. Students are directly involved in reviewing the programme, and parents and carers are consulted annually before the start of the Autumn Term. Their feedback is considered when planning the programme. The survey is based on the PSHE Association list of recommended topics at Key Stage Five. Parent and carer involvement respects adult students' autonomy and privacy.
- 2.20 Students and parents or carers may contact the Principal with concerns about content, participation or adjustments, or to arrange to view curriculum materials. Concerns are discussed with the student and appropriate support or adjustments agreed. The statutory parental withdrawal arrangements for school RSE do not apply to this sixth-form college programme.

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