

# Westminster Tutors



**Relationships, Sex & Health Education Policy**  
**2023-2024**

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## 1. Introduction

- 1.1 The Relationship, Sex, and Health (RSHE) policy of Westminster Tutors voluntarily aligns with DfE guidance that all colleges who operate predominantly at Key Stage Five should support students' relationship, sex and health education; please see: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf).
- 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 intends that all Year 12 and 13 students be given practical and individualised relationships, sex and health education in line with the college's inclusive approach.
- 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 Director of Studies (Pastoral) is responsible for the Westminster Tutors' curriculum, including the broader curriculum, such as PSHCE and RSHE.

- 2.4 In September 2021, the college appointed an RSHE lead teacher. The RSHE lead teacher takes sessions with the students on RSHE as part of the PSHCE programme.
- 2.5 Besides the Director of Studies (Pastoral) and RSHE lead teacher, 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 The pastoral Team of study skills and pastoral mentors in individual mentoring sessions may also cover RSHE topics.

### The Approach of the Sessions

- 2.7 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.
- 2.8 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.
- 2.9 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.

The aim is to create a safe space for students to discuss or question any of the core discussions in group meetings and support the pupils' personal development and pastoral needs. In these one-to-one meetings, teachers must keep confidential any information or advice that a student asks them unless it comes into or within the scope of the Safeguarding and Child Protection Policy. In these cases, if a teacher feels that a child is at risk or a young adult discloses, they must inform the Designated Safeguarding Lead immediately to take appropriate action.

## Topics

2.10 Topics for the RSHE sessions will be informed by the response to the parents' and students' PSHCE survey, as below. Topics in sessions may include:

- Consent
- Sexual assault and harassment
- Online safety
- Child on child abuse
- Relationships and Dating
- 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

## Impact

2.11 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.

2.12 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

- 2.13 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 be asked to address non-safeguarding-related issues with students, and subject teachers may also be informed if any of the topics relate to the broader academic curriculum or could be included in schemes of work.
- 2.14 The college policy and procedures must be followed regarding disclosures or issues relating to Safeguarding & Child Protection.

## Consultation with Parents & Students

- 2.15 As with the whole PSHCE programme, the RSHE programme at Westminster Tutors is flexible, individualised, and responsive to students' needs; for students in Key Stage 5, parents and carers are consulted on an annual basis before the start of the Autumn Term. This allows parents to provide input and feedback so that their views may be considered when devising the RSHE programme. The survey is based on the PSHCE Association list of recommended topics at Key Stage Five.