



Newton Abbot College

# Values

(PSHE and Relationship & Sex Education)

# Policy

This policy was adopted by the Governors  
of Newton Abbot College on 02/07/2024

Review date: Summer 2025  
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## POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
July 2022	Policy written	JGO	September 2022	Annually
May 2023	No changes (so no need for governors to ratify the policy again)	AGA	May 2023	Annually
July 2024	No changes	JGO		Annually

Newton Abbot College aims to teach Personal, Social and Health/Sex and Relationships Education (PSHE/RSE) using a whole-college approach with the aim of creating a community that respects, supports and nurtures each student. This is known as The Values Curriculum.

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### INTRODUCTION

At Newton Abbot College we passionately believe that every student who passes through our hands should leave us as empowered, emboldened and responsible citizens who are aiming to be the very best they can be. More than ever before, our students need to be taught, guided and supported to be resilient so that they can cope with the demands of life, the pressures they will face and have the knowledge and skills to meet these challenges. Therefore, through our PSHE/RSE curriculum which we call Values, we aim to teach students how to keep themselves safe and healthy, how to manage their academic, personal and social lives in a positive way now and in the future, and how to support their own and others wellbeing.

Newton Abbot College follows the Jigsaw spiral curriculum, providing a programme which offers an age appropriate curriculum that increases in complexity and depth of study as our students move through the key stages.

Through the promotion of Values, skills are developed that our students need for them to grow and flourish as individuals and members of society. Studying Values contributes to helping children and young people build their personal identities, confidence and self-esteem. It helps them to make career choices,

understand managing their finances and what influences their decision-making process. Studying Values enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

## 1. STATUTORY RSE AND HEALTH EDUCATION

Newton Abbot College includes the statutory Relationships, Sex and Health Education within the Values curriculum as our students need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

RSE is about the emotional, social and cultural development of pupils, 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.

The intended aims of our RSE programme are therefore to:

- Enable learners to learn about what makes healthy relationships, including with family, friends and on-line, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe
- Support learners to develop self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place that involve exploring issues and values
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach learners the correct vocabulary to describe themselves and their bodies

From September 2020 all secondary schools must deliver relationships and sex education.

Should a parent/carer wish to withdraw their child from aspects of the RSE programme their relevant concerns regarding the programme should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher. The college will discuss the request with the parents/carers and take appropriate action. A copy of the withdrawal request will be placed in the student's educational record. Alternative work will be given to students who are withdrawn from sex education.

DfE FAQs For Parents –

[https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?utm\\_source=2b45920e-083a-44ad-9c3f-16fed9168d3f&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?utm_source=2b45920e-083a-44ad-9c3f-16fed9168d3f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

DfE Guide For Parents (Relationships, Sex and Health Education) -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from college RSE:

1. Parents/carers will not be able to withdraw their child from relationships education at college.
2. Parents/carers will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science). **However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16)**

The programmes of study can be found on the Curriculum/Values pages of the college website.

### 3. SAFEGUARDING AND RESPONSIBILITY

Values and RSE involves working with students' real-life experiences and it is key that both staff and students are protected in these lessons. A safe and supportive environment is created using the following ground rules:

- Every classroom is a 'No Put Down Zone'
- Listen to each other (only one person talks at a time)
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by students or teachers
- If giving an example, make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in Values and RSE are of a sensitive nature. The ground rules provide a safe working environment for both students and staff. All staff at Newton Abbot College receive safeguarding training.

Due to the nature of the topics covered in the Values and RSE education programmes, all teachers are made aware of the Newton Abbot College guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

### 4. EQUALITY

The Values and RSE policy at Newton Abbot College promotes respect and value for each individual student. The DfE Guidance 2019 (p.15) states, "Colleges should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect". Colleges must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Newton Abbot College is free to determine how and when we teach the students about LGBTQ+ content (Lesbian, Gay, Bisexual, Transgender, Questioning, ACE) and all students are taught the LGBTQ+ content at a timely point as part of the curriculum.

At Newton Abbot College, we respect the right of students, their families and our staff to hold beliefs, religious or otherwise, and understand that sometimes these may be different than the college approach to some aspects of RSE and Health Education.

## 5. SEND

Newton Abbot College prides itself on its inclusive policy and how we make provision for all students' needs. This is no exception for Values and RSE. High quality teaching is differentiated and personalised to meet the needs of all students. The SEND team is fully consulted and takes a proactive role in the planning, delivery and support of learners during Values/RSE activities. This ensures that Learning Coaches (LCs) are deployed effectively and SEND students are supported during sessions.

## 6. ASSESSMENT

As with any learning, the assessment of students' Values and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Students do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways but we follow the PSHE association guidelines for assessment. Students record their baseline knowledge at the start of each unit, are then given time to reflect on their learning in each lesson and then again at the end of the unit of work.

Their progress is also monitored during class discussions, group work, questionnaires/surveys and peer assessment. Student voice is also used to adapt and amend material for Values and RSE and ensures it is relevant and effective to both our learners and the wider community.

Staff will have the same expectations about the quality of students' work as in other curriculum areas.

## 7. CONTENT & DELIVERY

### Content

The Values/RSE schemes used at Newton Abbot College are the 'Jigsaw' schemes of work supported by resources from a range of sources. Each topic is meticulously planned to allow the opportunity for safe discussion and expression. Pupil voice plays an important part in ascertaining any issues which we need to cover. We also ensure that the curriculum is matched to the needs of our learners by linking to whole college priorities. We have also built in capacity to be reactive and plan for issues that may be a concern in the local or wider community. This helps ensure Values/RSE is current and relevant to the lives of our learners.

Newton Abbot College Values/RSE has **six** themes: **Being Me In My World, Celebrating Difference, Dreams & Goals, Healthy Me, Relationships** and **Changing Me**. By using the Jigsaw Spiral Curriculum programme builder we take a thematic approach to secondary Values education, covering all six core themes. All year groups are normally working on the same core theme at the same time. The overview for each curriculum area can be found on the Values curriculum area on the college website.

### Delivery

In KS3, Values/RSE is delivered as an explicit lesson once a week. In KS4 students receive one lesson per fortnight. In KS5 PSHE is delivered through the Life Skills Programme.

All Values schemes of work are age appropriate and developmentally appropriate and allow students to develop their own opinions and understanding of complex and engaging topics. They are delivered in an open and non-judgemental manner and allow scope for students to ask questions, so they are fully informed. Values will be underpinned by clear ground rules that students must adhere to.

Values teaching will consider students' ability, age and cultural backgrounds. Lessons will be planned so that students of differing abilities, including the most able and those with additional needs, can access the learning and are suitably challenged. We are mindful of the Special Educational Needs and Disability (SEND) Code of Practice when planning for Values so that it is accessible for all students. We know some

students are more vulnerable due to the nature of their SEND and this is taken into consideration when planning and teaching Values. However, high quality teaching that is differentiated and personalised is the starting point to ensure accessibility.

External speakers/specialist educational organisations may be used to deliver sessions. However, Newton Abbot College teachers will always manage this learning and be present during sessions.

Assemblies are used to support the delivery of Values content and tutor time is used at certain points of the year to enhance the programme. They are delivered by Newton Abbot College staff or external guests. Values education is underpinned by a confidentiality policy that is understood by students and staff. During Values lessons, students may disclose or indicate they are vulnerable or at risk. They may also seek advice and support on a specific personal issue. Staff who have any serious concerns must follow the procedures laid down in the Safeguarding Policy and pass these onto the Designated Safeguarding Lead (DSL). Staff will not offer or guarantee confidentiality to any student.

### **Other Areas of the Curriculum**

The Religious Studies curriculum covers topics such as sexual relationships outside of marriage, Heterosexual and Homosexual relationships, Contraception and Abortion in the 'Marriage and the Family' and 'Matters of Life and Death' units. The Science curriculum covers the biological facts in relation to sex including reproduction, menstruation, and conception. This is a compulsory feature of the national curriculum. In addition to this, Health education requires learners to learn about the main changes which take place in adolescence, and implications for emotional and physical health. Also, the curriculum for computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

## **8. MONITORING & EVALUATION OF VALUES/RSE**

Lessons are regularly observed by the Values lead and SLT and Values Ambassadors are consulted on the delivery and effectiveness of lessons. The overall programme is reviewed annually and amended and enhanced as appropriate.

The Subject Team Leader – Values will monitor delivery of RSE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Student and teacher evaluation of the content and learning processes
- Staff meetings to review and share ideas
- Student voice

## **9. ROLES AND RESPONSIBILITIES**

### **The Headteacher**

It is the responsibility of the Headteacher to ensure that Values and RSE is taught consistently across the college. It is also their responsibility to manage any requests to withdraw students from non-statutory components of RSE.

### **Staff**

The staff across Newton Abbot College are responsible for:

- The delivery of Values and RSE in a sensitive way
- Modelling positive attitudes to Values and RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

## Students

There is an expectation that all students across Newton Abbot College fully engage in Values and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

## Parents/Carers

All parents/carers have access to the Values and RSE policy and are invited to feedback directly to the college and participate with surveys and questionnaires as part of our consultation process.

## 10. PARENTS/CARERS RIGHT TO WITHDRAW FROM SEX EDUCATION WITHIN RSE

As detailed above in Section 2, the new legislation has brought in important changes in relation to parental rights to withdraw children from college RSE:

1. Parents/carers will not be able to withdraw their child from relationships education at college.
2. Parents/carers will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained colleges).  
**However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16)**

Please refer to Appendix 1 for the form to withdraw a child from sex education within RSE.

## 11. VISITORS

Newton Abbot College values working with external partners as they enhance the delivery of Values and RSE with specialist knowledge and different ways of engaging our students. As part of the Values and RSE educational package, outside visitors will be invited to deliver appropriate sessions to students within the college.

All visitors are subject to the College's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The college also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all students and is approved by the college in advance of delivery.

As with all Values and RSE lessons, the college will ensure that guest speakers/visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with the College's Safeguarding Policy.

## LINKS WITH OTHER POLICIES

PSHE is supported by the college's wider policies on: -

- SE
- Behaviour for Learning
- Equalities
- Anti-Bullying
- Safeguarding
- SEND
- Online Safety

## Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENT/CARER(S)			
Name of child		Class	
Name of parent/carers(s)		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the college to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE COLLEGE	
Agreed actions from discussion with parents/carers	