



THE BUCHAN SCHOOL

---



KING WILLIAM'S COLLEGE

---

## **King William's College and The Buchan School**

### **Relationships Education, Relationships and Sex Education (RSE), and Health Education**

Last reviewed: 03/25

Next review Date: 03/28 (or sooner if required)

*David Dawson (Head of PSHE)*

*Stuart Corrie (Deputy Head Pastoral)*

*Janet Billingsley-Evans (Head of The Buchan School)*

# Kindness

## Model kindness

*Lead by example and show everyone else what being kind looks like.*

## Encourage kindness

*Have an expectation that others will be kind - carry out acts of kindness*

## Notice kindness

*Recognise and praise others when you notice them being kind.*

## Stand up for others

*Give support to others and let them know they are not alone.*

## Be kind to yourself

*Do not expect perfection. **Challenge** yourself while looking after your **wellbeing**.*

# Wellbeing

## Mind your Head!

*Connect with the people around you*

*Be active. Go for a walk or run, cycle, play a game, garden or dance.*

*Take notice. Be observant, look for something beautiful or remark on something unusual.*

*Keep learning.*

*Give what you can: time, patience, and understanding. Be **kind**.*

# Challenge

## Set yourself goals

*Everyone has their own goals. What can you do to challenge yourself?*

## Be Realistic

*Consider having four realistic goals at a time: academic, mental, social and physical.*

## Be Resilient

*What do you do when you face a challenge? What do you do when things do not go to plan?*

## Be Determined

*If at first you do not succeed, try, try again.*

# **KING WILLIAM'S COLLEGE AND THE BUCHAN SCHOOL**

## **Relationships Education, Relationships and Sex Education (RSE), and Health Education**

The term Relationships and Sex Education (RSE) is used in this policy rather than sex education. This is to stress that we go beyond the provision of biological information and also focus on attitudes and values, developing self-esteem and helping to provide the skills needed to manage relationships. RSE is lifelong learning about social, physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In developing the RSE programme, consultation takes place with the wider school community, eg: teaching staff, parents, pupils, medical centre, Heads of Year, Chaplain and DSLs. There is also consultation with external agencies: Isle of Man Police, Manx Care, Isle of Man Safeguarding Board, Isle Listen, Isle of Man People of Colour, Cruse Bereavement Isle of Man, Motiv8 addiction services, and the Isle of Man Government.

According to DfE guidance (2020):

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

### **1. Principles and Values**

King William’s College and the Buchan School believe that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all young people
- encourage every student to contribute to our community and aim to support each individual as they grow and learn
- be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches
- encourage students and teachers to respect each other’s views. We are aware of different approaches to gender identity and sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that there are different religious, cultural and social approaches to and perspectives on sex and relationships
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, keeping them informed about the content of programmes
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

Relationships and Sex Education at King William’s College and the Buchan School have three main elements:

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;

- learning the value of family life, stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- learning to respect and value difference and diversity including diverse family models, gender and sexualities;
- learning about the rights and responsibilities to oneself and others;
- understanding responsibility for one's own safety and that of others both in the real and digital world;
- understanding the importance of equality concerning genders and sexuality;
- learning that violence and coercion in relationships is unacceptable;
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to recognise one's own emotions and those of others;
- learning to manage emotions and relationships confidently and sensitively;
- learning to manage change;
- developing self-respect and empathy for others;
- learning how to use appropriate language in the real and the digital world;
- learning how to identify risk in relationships both in the real and the digital world;
- learning how to recognise and avoid exploitation and abuse;
- learning how to keep oneself safe and how to extricate oneself from an unsafe situation;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- developing critical thinking as part of decision-making;
- managing conflict and developing negotiation skills;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter);
- learning how to communicate openly and respectfully about relationships and sex;

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- learning about the impact of stereotyping and negative language;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- learning about the avoidance of unplanned pregnancy and options should such a pregnancy occur;
- learning about a safe and healthy lifestyle based on accurate information;
- understanding the nature of consent;
- learning about the impact of coercion and violence;
- knowing where to seek appropriate help and advice.

## **2. Aims**

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be discerning in their relationships and sexual behaviours and are more likely to have fulfilling relationships.

There is no evidence to suggest that RSE makes students more likely to enter into sexual activity.

King William's College and The Buchan School believe that pupils have an entitlement to age and circumstance appropriate RSE.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. In addition to the content in section 1 above, our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships;
- understand how there may be links to other issues in PSHE and to be able to manage the pressures a 'party atmosphere' may bring.

### **3. Organisation and Content of Relationships and Sex Education**

King William's College delivers Relationships and Sex Education through its PSHE Programme, through Religious Studies (RS) and Science lessons, and through Chapel and Assemblies.

Much of RSE takes place within PSHE lessons. Teachers trained in the delivery of RSE generally deliver the PSHE Curriculum, with support from professionals where appropriate. Additionally, this is supported by form tutors work closely with their tutees over a number of years. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Science lessons are more concerned with the physical aspects of development and reproduction. Through RS lessons, pupils will consider a range of different religious and secular attitudes to sex and relationships.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the Head of PSHE who will help with planning or delivering lessons if required. Assessment of learning involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

The Buchan School delivers RSE through its PSHE programme and through Science lesson in the Upper Prep. The "Kapow Primary" scheme of work is used.

Part of this programme is a series of one-off lessons in Form 4, led by the school nursing sister and in single-sex groups. A permission letter is sent to parents outlining the structure and content of the lesson. The lesson focuses upon puberty and body changes; forming an appropriate foundation for future lessons at KWC. Science lessons cover the biological process of sexual reproduction and an understanding of the reproductive organs.

### **4. RSE & PSHE Programme**

Year	RSE Content	PHSE Content
Pre-Prep (Buchan)	Healthy Friendships (and problems) Gender Stereotypes Families are all different Manners and Courtesy Change and Loss Gender Stereotypes: careers and jobs	Understanding emotions Ready for bed Handwashing and hygiene Sun safety Allergies Adults in and out of school

	Appropriate contact: my private parts are private Similar yet different: my local community	Making an emergency call Appropriate contact Safety with substances Rules (in and out of school) Money Giving My Opinion Diet and Dental Health Staying safe with medicine Communicating Online
Prep (Buchan)	Healthy Families Friendship (conflict vs bullying) Learning who to trust Respecting Differences in others Stereotyping Gender Respect and Manners Healthy Friendships Bullying Stereotypes – Disability Change and Loss Marriage Stereotypes – Race and Religion Respectful Relationships Challenging Stereotypes Resolving Conflict Puberty and Menstruation	Looking After Teeth Celebrating Mistakes Happiness Emotions Mental Health Internet Safety – age restrictions, share aware, privacy and security Alcohol, Drugs and Tobacco: making decisions Human Rights Diversity Money Healthy Meals and Lifestyle Sun Safety First Aid – bleeding and basic life support Human Rights Democracy Rights of the Child Charity
Fourth Form (KWC)	Changing Relationships Personal Values Knowing Right from Wrong Different Beliefs, Cultures and Lifestyles Food customs for different religions Puberty Self Esteem Separation and Divorce Making Friends Dealing with Peer Pressure Images and Stereotypes Online Safety Sharing Nudes and Semi-Nudes Abuse Coping with Bereavement	Anxiety Managing Time and Prep Time Active Travel Class B and C Drugs Resuscitation Training Healthy Diet Importance of Exercise Effects of Smoking Coping with Shyness Mental Health Problem Drinking
Lower Fifth (KWC)	Identity and Image Dealing with Mood Swings Body Talk Staying Safe whilst Online Gaming Managing Conflict at Home Considering Consequences Making Decisions Racism, Prejudice and Discrimination	Institutionalised racism Human Right and Civil Liberties Anti-Semitism Mental Health Courts of Law Drugs Anorexia and Bulimia

Middle and Upper Fifth (KWC)	Discrimination Influences on Behaviour Avoiding Conflict Changing Relationships Consent Listening Skills Rights and Responsibilities Marriage and Commitment – Long Term Relationships Teenage Parents Sexism Pornography Protected Sex and Avoiding STIs	Immigration in Britain British Citizenship Human Rights and the UN Rights, Responsibilities and Free Speech Alcohol Anti-Semitism and Racism Mental Health Gambling Safety and Additions Career path How do you get where you want to be? Post 16 Options Job Applications and Interviews Drive Safe Live Long Getting Paid! Borrowing Money Pensions Managing Stress Revision Strategies Mental Health
Sixth Form (KWC)	Consent Values and Beliefs Decision Making Online Profile Genitourinary Medicine Self Awareness and Protection	International Outlook Drive Safe Live Long Tynwald Mindfulness – emotional wellbeing Personal areas of life to improve on Problem Solving Dangers of Vaping Managing emotional stress and impulse Energy Drinks Mental Health Eating Issues IB Learner Profile Panic Attacks Drugs & Alcohol (including legal highs) Personal Finance University Life and Budgeting Attitude to money Fire Safety

## 5. Safe and Effective Practice

It is imperative that RSE is conducted in an environment which is open and safe for pupils. As such, teachers, nurses and those helping to deliver aspects of RSE are expected to establish clear ground rules and boundaries, being sensitive to the needs of the group and any individual needs. Particular attention should be given to ensure that there is fair treatment of any pupil with SEND, or a protected characteristic, and pupils should be signposted to who they can speak to should they have any concerns about any aspect of RSE.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Those delivering RSE sessions should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male.

## **6. Methodology and Resources**

A wide range of teaching methods are used so that pupils can participate actively in their own learning. Quizzes, case studies, scenarios, role plays, guest speakers, group discussion are all utilised throughout the RSE programme. Teaching resources are kept up to date and are selected carefully for their appropriateness to the pupils.

If a teacher is uncomfortable with delivering part of the curriculum, support is offered by the Head of PSHE or by more experienced teachers/tutors/Heads of Year.

## **7. Monitoring and Evaluation**

The programme is regularly evaluated and the views of pupils and teachers are sought to make changes to the programme when necessary. Current issues/news items are also incorporated into the curriculum to make it relevant to pupils.

Informal assessment is carried out during the PSHE lessons and general progress is reported on in end of term reports. Pupils are encouraged to reflect on their learning throughout the course.

## **8. 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.

*Sexual Identity and Sexual Orientation:* We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. All young people need to feel that sex and relationship education is relevant to them. LGBTQIA+ content is included throughout the curriculum from Fourth Form upwards and fully integrated into our lessons and resources. Our pastoral team will also consider the needs of gay, lesbian, transgender or bi-sexual students. We shall actively tackle any homophobic bullying.

*Gender:* Both boys and girls have the right to equal RSE at King William's College and The Buchan School. We consider topics and approaches that actively engage both. We shall also be proactive in combating sexism and sexist bullying. By delivering selected parts of the curriculum in mixed sex groups, pupils are able to listen to, and engage with, the views of people of differing genders to themselves.

## **9. Working with Parents and the wider community**

King William's College and The Buchan School work closely with parents/carers/guardians when planning and delivering RSE sessions and aims to inform parents in advance of what will be covered in PSHE lessons. Parents are given opportunities to fill in surveys and participate in forums when necessary.



## 10. Right of Withdrawal of Students from Sex Education within RSE

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex education curriculum except for those parts included in the Science or RS syllabus which leads towards external examinations. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

There is no right to withdraw from relationships education or health education.

## 11. Confidentiality

Teachers cannot offer unconditional confidentiality. Equally, teachers are not legally bound to inform parents or the Principal of any disclosure unless the pupil has specifically requested them to do so.

In a case where a teacher learns from an under 16-year old that they are having or contemplating sexual intercourse:

- the young person will be encouraged, wherever possible, to talk to a parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead (the Deputy Head Pastoral at King William's College/the Head at the Buchan School) under the school's safeguarding and child protection procedures.
- the young person will be counselled about contraception, including precise information about where young people can access contraception and advice services.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's policy on confidentiality.

## 12. Support available to pupils

The School takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and provide caring and sensitive pastoral support to pupils. Staff may be approached through the pastoral system and offer support if appropriate. Health care is provided on site and if necessary, pupils can be referred to internal or external counselling provision. The School will keep up to date with the development of local services and national agencies/helplines.

## 13. Related Policies and Key Documents

- Anti-bullying Policy
- Curriculum Policy
- E-Safety Policy
- Mental Health and Emotional Wellbeing Policy
- Safeguarding and Child Protection Policy
- Social Media Policy
- The Isle of Man Safeguarding Children Board (SCB) Inter-Agency Child Protection Procedures (February 2016) [<http://www.proceduresonline.com/iom/scb/chapters/contents.html>]
- Keeping Children Safe in Education (KCSIE), statutory guidance for schools and colleges, September 2024.  
[[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)]
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)

[\[https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges\]](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

- Relationships Education, Relationships and Sex Education, and Health Education (2021)  
[\[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf\]](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020) [\[https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people\]](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
- Female Genital Mutilation (FGM)  
[\[https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/\]](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/)
- Preventing youth violence and gang involvement (August 2013)  
[\[https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence\]](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
- Criminal exploitation of children and vulnerable adults: county lines (September 2018)  
[\[https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines\]](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)



## Prep

Looking After Teeth  
Celebrating Mistakes  
Happiness  
Emotions  
Mental Health  
Internet Safety – age restrictions, share aware, privacy and security  
Alcohol, Drugs and Tobacco: making decisions  
Human Rights

Diversity  
Money  
Healthy Meals and Lifestyle  
Sun Safety  
First Aid – bleeding and basic life support  
Human Rights  
Democracy  
Rights of the Child  
Charity

Understanding emotions  
Ready for bed  
Handwashing and hygiene  
Sun safety  
Allergies  
Adults in and out of school  
Making an emergency call  
Appropriate contact

Safety with substances  
Rules (in and out of school)  
Money  
Giving My Opinion  
Diet and Dental Health  
Staying safe with medicine  
Communicating Online

## Pre-Prep

# PHSE Pathway







