

## **Relationships, Sex and Health Education Policy**

### **Introduction**

The Sixth Form College, Colchester is committed to providing high-quality, relevant and supportive Relationships, Sex and Health Education (RSHE) as an essential part of our students' personal development. RSHE is delivered primarily through the Tutorial programme, complemented by activities and events during our Health and Wellbeing Awareness Week and sessions led by a range of external visitors and specialists.

### **Principles**

The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. [source: [Essex Sexual Health Service RSHE Policy](#)]

At The Sixth Form College, Colchester, RSHE provision aims to “meet students where they are”. Our young people have received RSHE education at Primary and Secondary school before coming to us, and we aim to give them an age-appropriate reminder of important themes they may have covered alongside introducing age-appropriate additions to what they already know.

As a sixth form provider, we are not bound by statutory guidance in relation to what we deliver and how. Nonetheless, we utilise statutory guidance as appropriate to ensure that our students receive the best and most appropriate RSHE provision.

RSHE at the College is inclusive, values diversity, and does not discriminate. We support all students to develop and maintain healthy relationships, keep themselves and others safe, and support their sexual health and wellbeing.

## Commitments

The College:

- Will deliver age- and context-appropriate RSHE to suit the needs of our student cohort
- Will utilise statutory guidance [[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)] as appropriate to ensure appropriate and high quality outcomes for our students [NB: this guidance does not apply directly to us as a sixth form college without links to a school, but is applied as appropriate to our setting]
- Will value and recognise diversity in the provision of RSHE
- Will ensure that all students can engage and participate in the delivery of RSHE with recognition of diverse needs, including but not limited to;
  - the needs of students with SEND
  - students who belong to the LGBTQ+ community
  - religious and cultural considerations
  - protected characteristics under the [Equality Act 2010](#)
- Will provide a safe space for students to explore and engage with issues and topics relating to relationships and sexual health
- Will safeguard students who disclose harm or potential harm to themselves or others as a result of RSHE delivery
- Will support, guide and train staff in delivering RSHE, including topics which are sensitive in nature

## Delivery and content overview

RSHE is delivered primarily via the Tutorial Programme (delivered by Personal Tutors), alongside visiting contributors and bulletin items, at a number of different points throughout the academic year.

Year 12	September: Sexual Health Awareness Week, Mindful Monday bulletin item	Encouraging thought and discussion around sexual health, signposting to Essex Sexual Health Service
	December: Tutorial “Staying Safe in Party Season”	Consent, drink-spiking, being an active bystander, safety while drinking, Ask Angela, signposting to organisations/services
	February: tutorial “LGBTQ+ History Month”	LGBTQ+ identities, history, positive representation of sexuality and relationships
	March:	4 weeks of dedicated Tutorial sessions on the theme of RSHE:

	Tutorial “Healthy Relationships Series”	<ul style="list-style-type: none"> <li>• Healthy and unhealthy relationships – sexual, romantic, friendships, acquaintances, healthy and unhealthy, conflict in relationships</li> <li>• Gender and power in relationships – gender inequality, coercion and control, men’s mental health, domestic violence, sexual assault</li> <li>• Consent and pornography – consent, stealthing, how to ask for consent, violence in pornography, pornography addiction, AI and deepfakes</li> <li>• Relationship with the self – body image, self-esteem, self-image, sexual health, contraception, cervical screening, body checks, sexual health services, AI and deepfakes</li> </ul>
	April: Health and Wellbeing Week	Includes visitors and contributors raising awareness of: <ul style="list-style-type: none"> <li>• Essex Sexual Health Service</li> <li>• Outhouse (LGBTQ+ support)</li> <li>• Next Chapter (domestic abuse)</li> <li>• CARA (sexual assault and rape)</li> <li>• Endometriosis awareness</li> <li>• Day Lewis Pharmacy</li> </ul>
	May: Tutorial “Mindful internet use and online safety”	AI and deepfakes, social media and self-image, consent around image-sharing and creation
Year 13	September: Sexual Health Awareness Week, Mindful Monday bulletin item	Encouraging thought and discussion around sexual health, signposting to Essex Sexual Health Service
	December: Tutorial “Staying Safe in Party Season”	Building on year 12 content; consent, drink-spiking, being an active bystander, safety while drinking, Ask Angela, signposting to organisations/services
	February: tutorial “LGBTQ+ History Month”	Building on year 12 content; LGBTQ+ identities, history, positive representation of sexuality and relationships
	March: Tutorial “International Women’s Day”	Gender, inequality, control, coercion, domestic violence, sexual assault, positive representations of female gender identities
	April:	Includes visitors and contributors raising awareness of:

	Health and Wellbeing Week	<ul style="list-style-type: none"> <li>• Essex Sexual Health Service</li> <li>• Outhouse (LGBTQ+ support)</li> <li>• Next Chapter (domestic abuse)</li> <li>• CARA (sexual assault and rape)</li> <li>• Endometriosis awareness</li> <li>• Day Lewis Pharmacy</li> </ul>
	May: Tutorial series "Moving on from college"	Sexual health, health and wellbeing, new relationships, reminder of healthy/unhealthy relationships, reminder of safety and consent around parties/drinking/social situations, signposting to relevant services

### **Dissemination of resources**

Resources are disseminated to Personal Tutors via Microsoft Teams.

Resources are shared with students during Tutorial sessions and then shared on Padlet which is accessible by students in their own time.

Parents are informed about the content of the Tutorial Programme via the Principal's Newsletter and via the College website, including reference to Healthy Relationships and Sex Education.

This Policy will be disseminated to staff via SharePoint and published on the College website.

### **Roles and Responsibilities**

*Assistant Principal DSL responsible for strategic safeguarding, wellbeing and pastoral education* - Oversees the Tutorial programme

*Assistant Principal: DDSL operational safeguarding* - Oversees PREVENT and student safety elements of the tutorial programme

*Tutorial coordinator* - Oversees the development, implementation and delivery of RSHE

*Senior tutors* - to promote, support and guide Personal Tutors in their delivery of and engagement with the RSHE, and to work with Personal Tutors and, where appropriate, the DSL on safeguarding matters including disclosures.

*Personal tutors* - to deliver RSHE materials, support their tutor group with pastoral issues and work with Senior Tutors and DSL on safeguarding matters where appropriate.

*Wellbeing team* - to work with individual students in relation to their wellbeing, offer guidance and advice to students in relation to health and wellbeing, signpost appropriate organisations who can support student health and wellbeing, and triage to in-house and external services relating to student health and wellbeing.

*College nurse* - to support, guide and signpost students in relation to relationships and sexual health matters, and to refer student disclosures to relevant Senior Tutor and, where appropriate, the DSL.

## **Student engagement**

All students are expected to engage with the pastoral curriculum, including RSHE, via attendance at daily registration sessions and weekly Tutorial sessions as part of their college programme. All students are encouraged, but not obligated, to actively engage through discussion, thinking and research-based tasks.

Attendance and engagement are monitored by Personal Tutors with involvement of Senior Tutors as appropriate.

While students are required to participate in the Tutorial programme, Personal Tutors are advised to work with students when issues and themes delivered are potentially sensitive and students may be excused if deemed appropriate by the Personal Tutor. With regards RSHE, this may include but is not limited to cultural and religious considerations, students' own experiences, LGBTQ+ issues and SEND.

Parents are made aware of the pastoral curriculum, including RSHE, via the Principal's Newsletter and website. Parents are not invited to exclude their children from RSHE tutorials unless there is a significant safeguarding risk or concern about a young person's vulnerability; as a sixth form provider, our students are of the appropriate age to consent to engagement with the guidance and materials given. Where appropriate, this may involve discussion with the young person directly about the benefits of receiving this important education and any detrimental effects that withdrawal might have on them (e.g. hearing versions from peers).

## **Staff training and support**

Staff are supported and given guidance in relation to RSHE in a number of ways;

- Materials are provided for staff well in advance with opportunity to seek support and guidance as required.
- New staff are given guidance on the delivery of the Tutorial Programme via two sessions in the New Staff Lunch programme.

- Staff receive weekly guidance on the themes and issues being explored in that week via a Staff Shout announcement by Lauren Humbles or Sarah Prince.
- For the “Healthy Relationships” series of Tutorials, there is an additional staff briefing in the weeks leading up to the sessions with guidance on delivery.
- Written guidance is provided to Personal Tutors on delivering RSHE materials (see appendix A) and in the weekly materials.
- There are a group of RSHE Champions; personal tutors who have volunteered to be trained as experts on the topic of RSHE having received training from Essex Sexual Health Services. Personal Tutors are advised to seek support from this team relating to pastoral education matters, particularly on RSHE.
- RSHE Champions are trained by Essex Sexual Health Services practitioners and meet regularly to discuss the RSHE curriculum and delivery.
- All staff are advised to seek support directly from Lauren Humbles, Sarah Prince or their Senior Tutor in relation to RSHE delivery.
- Video recordings of RSHE Tutorial sessions are provided to Personal Tutors as a “run-through” of the resources and/or as a way of delivering resources to students who are absent or requiring a means to watch or re-watch in their own time.

### **Safeguarding and confidentiality**

In relation to any discussion relating to RSHE, absolute confidentiality cannot be promised to students. All staff in the school, supply teachers, students and visitors are made aware of this.

If staff have any safeguarding concerns or receive a student disclosure as a result of the delivery of RSHE, they should report this to their Senior Tutor and/or the Designated Safeguarding Leads.

Students are signposted to support as part of the RSHE material delivery.

### **Monitoring, feedback and evaluation**

The RSHE provision at the College is under continuous review with the consideration of the relevance of themes explored to the current cohort of College students and the evolving social landscape in which they are living.

There are opportunities for student voice on the Tutorial Programme including a Learner Satisfaction Questionnaire at the end of each academic year and questions on the student Equality, Diversity and Inclusion survey.

Staff are invited to complete a feedback form following the delivery of the RSHE Healthy Relationships series in March.

Students, parents and staff are invited to contact Lauren Humbles if they have any questions, concerns or feedback relating to the Tutorial Programme and broader pastoral education.

Approved by Senior Management Executive (SMEX)	June 2026
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Author/ Responsibility	Tutorial Coordinator

## **Appendix A**

### **Guidance for Delivering Healthy Relationships & RSHE Sessions**

- It's okay not to know an answer. You can pause, think, or say: "I'm not sure - let's find out together."
- If a question makes you uncomfortable, it's fine to say you're not comfortable answering it. Signpost students to the safeguarding team or Lauren Humbles, or helplines/websites linked in the slides.
- You never need to share personal experiences or opinions.
- Protect student privacy – avoid singling anyone out or inviting personal disclosure.
- Set ground rules at the start: respect, no personal questions, no judgement, and students can always pass (these are on the slides).
- Use inclusive, neutral language and avoid assumptions about identity or family structure. Students have given us feedback that sex education at school assumed straight relationships and assumed that everyone is in romantic/sexual relationships or wants to be, so it's important to be mindful of this.
- There may be some embarrassment or giggles, it's okay to normalise this rather than punish, then refocus the group calmly.
- Signpost students to support: safeguarding, Wellbeing team, external organisations and website sources linked in the slides.
- Some students may have a "lightbulb moment" where they remember, learn, or realise something about themselves or their relationships. Listen supportively, acknowledge and validate their feelings without passing judgement or giving advice and without asking leading questions, and pass concerns to their Senior Tutor.
- If a student discloses something sensitive, listen supportively, acknowledge and validate their feelings without passing judgement or giving advice and without asking leading questions, and pass concerns to their Senior Tutor.
- If the session feels difficult, please don't hesitate to come and debrief with Lauren Humbles or an RSHE Champion. Please seek support before delivering a session if you feel unsure or anxious too. You're not alone here – there is a whole team now who can help!
- Note anything that didn't land well or anything that you think we are missing, and share reflections with Lauren or RSHE Champions.