

**RADLEY**

**PSHE Education Handbook  
and RSE Policy**

**January 2024**

## **Contents**

What is PSHE education?

Why does Radley value PSHE education?

Our aims

Core themes of our PSHE education Programme of Study

Overarching concepts

How PSHE education is taught at Radley, including accessibility for both SEND pupils and EAL pupils

Schemes of Work

RSE Policy

Wellbeing in the Digital Environment and Staying Safe Online

Resources and collaboration with other schools

How does Radley monitor the quality of pupil learning and understanding?

Promoting British Values

Appendix 1: An example of a lower school session plan (Removes: Pornography)

Appendix 2: An example of a PSHE education year group survey

Appendix 3: An of example of feedback from a PSHE education year group survey for staff

Appendix 4: An of example of feedback from a PSHE education year group survey for pupils

Appendix 5: Extracts from a Shell 'Quiz' (Summer 2018) monitoring learning and understanding

Appendix 6: Extracts from a Remove RSE questionnaire (Michaelmas 2020) monitoring learning and understanding ahead of a RSE talk

Appendix 7: Extracts from a 6.1 RSE 'Quiz' (Summer 2022) monitoring learning and understanding

Appendix 8: An example of how RSE subject content is dynamic and changes to meet the needs of pupils, parents and the community (Consent, March 2021)

## **What is Personal, Social, Health, and Economic education (PSHE education)?**

Personal, social, health, and economic (PSHE education) education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Central to our PSHE education provision is the promotion of Healthy Living and Safeguarding (see separate policies).

## **Why does Radley value PSHE education?**

The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, to their behaviour and safety, and to the school's statutory responsibility to promote pupils' wellbeing. PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.

PSHE education contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, ability to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others, will help pupils to form and maintain good relationships, develop the essential skills for future employability, and better enjoy and manage their lives.

*(PSHE Association June 2013).*

## **At Radley our aims are to:**

- promote the happiness, well-being and resilience of our pupils.
- encourage in pupils a sufficient understanding to develop as rounded, fulfilled individuals and as responsible citizens.
- develop Radleians' confidence and responsibility and to make the most of their abilities.
- develop an understanding of the health-related benefits of physical activity and a healthy and safe lifestyle.
- develop good relationships and to respect differences between people.
- Develop personal characteristics as outlined in the Code of Conduct  
<https://www.radley.org.uk/wp-content/uploads/2023/05/CodeOfConduct.pdf>

## Core themes of our PSHE education Programme of Study

The Radley PSHE education programme is closely modelled on the PSHE Association Programme of Study and covers all topics specified in the statutory guidance for RSE and Health Education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The programme is based on three core themes: 1. Health and Wellbeing 2. Relationships 3. Living in the Wider World, expressed as areas of core knowledge, understanding, language, skills and strategies. Within these core themes there will be broad overlap and flexibility to ensure a dynamic curriculum.

**Health and Wellbeing** includes education about how to maintain physical, mental and emotional health and wellbeing, including sexual health. Boys are shown how to assess and manage health risks and to stay, and to keep others, safe. They are told how to identify and access help, advice and support; how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; how to maintain a balanced diet; the importance of physical activity; the importance of emotional health and wellbeing and sexual health; how to respond in an emergency including administering first aid; and the role and influence of the media on lifestyle.

As part of the programme on **Relationships** boys are taught how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts; how to recognise and manage emotions within a range of relationships; how to deal with risky or negative relationships including all forms of bullying and abuse (including sexual), other types of violence, and online encounters; the centrality of consent in a variety of contexts (including in sexual relationships); how to manage loss including bereavement, separation and divorce; the importance of respecting equality and how to be a productive member of a diverse community; how to identify and access appropriate advice and support; how to be resilient in the face of life's challenges; how to adopt a growth mindset rather than fixed mindset.

The final part of the programme of study, **living in the wider world**, teaches boys about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy; how to make informed choices and be enterprising and ambitious; how to develop employability, team working and leadership skills and develop flexibility and resilience within the economic and business environment; how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

## Overarching concepts of our PSHE education Programme of Study

The core themes outlined above provide a context to progressively expand and enrich both transferable skills and the following overarching concepts:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (how it is to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms including Protected Characteristics)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding).

## How PSHE education is taught at Radley

Personal, social, health, and economic education is a well-respected and integral part of Radley's curriculum that incorporates many academic subjects, and to which all teachers are committed. A holistic approach to PSHE education is part of the fabric of the Radley ethos. Similarly, the spiritual, moral, social and cultural development of boys at Radley is the concern of every teaching don as much as house tutors, sub-tutors, pastoral housemistresses, and medical centre staff. The Academic Director, DSL, Health and Fitness Director, Director of Digital Strategy, Medical Centre staff and the Heads of Year meet individually or collectively with the Head of PSHE education throughout the year to discuss the continuing development of PSHE education provision within the school and to organize the programme of talks, lectures and workshops. The Head of PSHE education and the Heads of Year keep all staff abreast of new developments in PSHE education through regular email bulletins and through face-to-face CPD. All Form Masters attend INSET (which includes both PSHE education and Safeguarding) before the beginning of the Michaelmas Term. The Head of PSHE education provides detailed PSHE education session plans and resources to Form Masters, and the dynamic nature of the programme, which responds to current events, is one of its strengths. The Library maintains an extensive collection of PSHE education resources available to both staff and pupils.

Delivered in a variety of ways (see below), the PSHE education curriculum is being constantly updated and developed, in accordance with pupils' needs, and it underpins every aspect of life in this busy boys boarding school. Results of regular surveys (**see Appendices**) and informal discussions, with both staff and pupils, inform the changing content. The emotional wellbeing of the boys is at the heart of the programme.

### 1. Form masters period

Form Masters meet twice a week with a small, social-based group of boys, and follow a programme of discussion topics. This small, close and unstreamed grouping promotes more individual response and

thought about the range of topics covered. Detailed session plans (**see Appendix 1**) and a variety of resources including articles, YouTube clips and films (selected by the Head of PSHE education) are used. These plans and resources are stored in the Staff PSHE Sharepoint. Emphasis is placed on using quality, evidence-based, and age-appropriate teaching resources. The topics include bullying, self-esteem, making informed decisions, safe online behaviour, living together and respecting others for the shells; addictions, sexualisation of the media, internet safety, and economic awareness for the removes; and sexuality, social responsibility, mental health and managing stress and anxiety, career choices and ethics for the fifths. The sixth form programme focusses on preparing pupils for life beyond school. There are regular talks on preparing for life at university (including forming healthy sexual relationships and LGBTQ inclusivity/equality) and careers, and also talks designed to challenge and develop their experience and understanding of their role in society.

## 2. Academic subjects

While the impact of the biology curriculum is undeniable and its contribution to PSHE education invaluable (it explores a wealth of topics including smoking, drugs, puberty, contraception and disease), many other subjects contribute to the holistic approach including Politics and Economics (democracy, finance), Modern Languages (healthy lifestyle, ethical dilemmas, addiction), Sciences (sexual reproduction) History (racism, equality and diversity) and Religious Education (ethics, citizenship, and faith perspectives in relation to RSE). In addition the Head of PSHE education works closely with the Head of English to select set texts which support the overarching concepts of PSHE education.

## 3. Social prayers

Every Wednesday evening each Social meets together (pupils, tutor, sub-tutors and PHM) and often a visiting don will deliver a short address with a moral theme, or a strong message regarding social responsibility, emotional well-being, self-esteem etc.

## 4. External agencies

The PSHE education department prides itself on the exceptional standard of PSHE education talks given to every year group. Whilst some of these are given by 'in-house' experts such as the Lead Nurse and the Head of PSHE, many are given by leading UK specialists including Laura Bates (*Everyday Sexism*), Amy Forbes-Robertson, Laura White and Debbie Melton (ItHappens), Dr Sam Dockree (*Oxford University Hospital*), Karl Hopwood (*esafetyLtd*), Oddballs (*testicular cancer*), Dick Moore (*The Charlie Waller Memorial Trust*), JustLikeUs, Beyond Equality, and Chloe Combi. Each year will attend a minimum of two PSHE education talks each term except for examination year groups in their summer term. Where external agencies are delivering PSHE/RSE lessons, the Head of PSHE previews all materials used to ensure that the session is accessible to all pupils and that it is evidence-based and age-appropriate.

## 5. Activity days / life skills programme

The fifth form Life Skills Programme plays a crucial and welcome role in developing this year group's understanding and experience of many key PSHE education topics. Healthy lifestyles, sexualisation of the media, emotional wellbeing, respect for others, careers advice, and financial planning are just a few of the topics explored. Similarly, Shells take part in a Business Game, 6.1s have a careers conference, and many outings are organised that feed into PSHE education.

## 6. Extra-curricular activities

The Wednesday afternoon programme includes activities such as caring for the elderly, CCF, and clubs and societies such as Philosophy, Debating, and the LGBT+ Discussion Group encourage reflection and consideration of a whole range of topics. The Duke of Edinburgh Award provides opportunities for personal well-being and growth.

## 7. Cocoa, chapel, form evenings

These are the fora in which the spiritual, moral, social and cultural development of boys happens in a more discreet and sensitive manner. Tutors and Sub-Tutors have informal yet vital discussions over cocoa and biscuits, homilies at chapel services provide challenges and thought-provoking ideas, and form evenings can be a safe and private time to explore and discuss further.

## 8. Individual health-related fitness assessments and advice

Radley is committed to providing all students with an opportunity to participate in a variety of enjoyable and fulfilling sporting and activity programmes. We also aim to promote the health benefits associated with regular physical activity and a healthy lifestyle through a new health assessment initiative; all boys will be given an opportunity to receive health related fitness assessments and advice. The goal of Radley is to help students, through education and experience, to adopt a positive life-long attitude towards a healthy lifestyle and physical activity.

## 9. Sixth Form CEP (Curriculum Extension Programme)

The aim of the CEP is to offer opportunities for boys to pursue Independent Learning and provides a challenging intellectual experience, largely beyond examination specifications. Every 6.1 pupil will select an elective, which will provide a wealth of opportunities to broaden their intellectual, cultural and spiritual horizons. Many pupils to follow the Extended Project Qualification (EPQ) pathway which enables pupils to explore an individual topic of research; recent topics have included the ethics of Chinese sports training camps, the development of instrumental playing in South American favelas and the potential for using Ebola as a chemical weapon. Other electives include Chinese Cultural Studies, a mini-MBA and LAMDA Speaking examinations.

## 10. Medical Centre

The medical team are central to the provision of PSHE education. Each member of the team contributes to talks including talks on pornography, and alcohol and drugs: harm prevention. Every term there are temporary PSHE education displays in the waiting area, for example on basic first aid and on mental well-being.

### **Accessibility of the curriculum for both SEND pupil and EAL pupils**

Where Form Masters are delivering PSHE/RSE lessons the individual teacher can adapt both the method of delivery and the resources used, in order to meet the particular needs of every pupil in the group. Each session plan provides options to allow for accessibility for both SEND and EAL pupils. All Form Masters will view the SEND/EAL profile of pupils in their form group in the school database. Where external agencies are delivering PSHE/RSE lessons, the Head of PSHE previews all materials used to ensure that the session is accessible to all pupils.

### **PSHE education Schemes of Work (Lower School Form Masters)**

The aim of PHSE education in the Shell, Remove and Fifth Form should be to allow development of ideas in discussion groups led by the Form Master. The Form Master is not expected to be an expert in these fields but, as an informed adult, should be able to prompt lively and productive discussion. Boys should start to appreciate some of the decisions that could face them now and in later life. The PSHE education Schemes of Work on pages 11-13 are examples of termly schemes and exact dates, venues, and talks change each academic year to best meet the demands of each year group.

### **Shells: Looking after each other**

1. Bullying (including cyberbullying - Physical & mental cruelty by groups and by individuals)
2. Responsible and safe use of the internet and social networking sites
3. Relationships and Living together
  - a. Encouraging self-esteem
  - b. Building self-confidence
  - c. Respecting others paying particular regard to protected characteristics
  - d. Healthy intimate relationships (gender and sexuality, LGBTQ)
  - e. Consent
4. Healthy Living (sleep hygiene, eating, exercise)
5. Coping with difficulties – one's own or a friend's
6. Making informed decisions (future planning/introduction to careers)

### **Removes: Looking after Oneself**

As well as continuing to look at areas covered in the Shell year, topics that are covered in more depth include:

1. Alcohol & Smoking (addiction and abuse)
2. Drugs (awareness and temptation, and harm reduction)
3. Resilience and coping strategies (mental health awareness)
4. Respecting others paying particular regard to protected characteristics
5. Relationships and Sexual Health (gender, sexuality, LGBTQ, consent, STIs, safe sex)
6. Sex in the media (including pornography)
7. Writing a CV and thinking about the future/careers
8. Employment and Equality (including Equality Act 2010: Protected Characteristics)
9. Economic awareness (managing money, recognising financial risk)

### **Fifth Form: Looking After Others**

1. Relationships and Sexuality (gender and sexuality, STIs, contraception, LGBTQ+)
2. Sexualisation of the media (pornography, violence in relationships)
3. Responsibility in Society (careers, equality of opportunity, human rights, financial awareness)
4. Mental Health (including depression and anxiety)
5. Medical Ethics (genetic engineering, organ transplant, abortion, euthanasia)
6. Beyond Equality Workshop (combatting misogynist behaviour)
7. Discrimination (tackling stereotypes)
8. Respecting others paying particular regard to protected characteristics



<b>Date</b>	<b>Shells Health and Wellbeing</b>	<b>Removes Relationships</b>	<b>Fifths Living in the Wider World</b>	<b>Sixth Form New Perspectives</b>
<b>MICHAELMAS TERM</b> Wednesday 4th September <b>9.20am (following Assembly)</b>	<b>Session One</b> Getting to know one another, understanding timetables and finding your way	<b>TALK: JSM (Silk Hall)</b>	<b>Session One (a):</b> Welcome back, priorities and SMART goals	<b>1.20pm 6.1: TALK SR (Theatre)</b>
Friday 6th September <b>1.30pm</b>	<b>1.30 TALK: JAG, SLN, RB (Silk Hall)</b> <b>Establishing good relationships, both face to face and online, safeguarding</b>	<b>Session One</b> Planning for the year ahead: identifying personal strengths, weaknesses, SMART goals	<b>Session One</b> Moving On: Legal rights at 16, auditing personal skills and qualities	6.1: A Level Choice <b>6.2: TALK: JSM (Theatre)</b>
Friday 13th September <b>1.30pm</b>	<b>1.30 TALK: Alex Gilley and Sarah Turner, Health, Wealth and Happiness</b>	<b>Session Two</b> Internet Safety and Social Networking <i>'Matt thought he knew'</i>	<b>1.30 TALK: Chloe Combi, Modern Masculinity and Identity (Theatre)</b>	<b>1.30 TALK 6.1: James Naylor (OR) Being an Entrepreneur (a focus on skills and finance) SLT</b>
<b>Wednesday 18th September</b> <b>APT 1 (1605)</b>	<b>Interim reports</b> Setting personal targets	<b>Interim reports</b> Setting personal targets	<b>Session Two</b> Preparing for Exam Success follow-up and time management	<b>Interim 6.1 reports</b> Setting personal targets
<b>Michaelmas weekend</b>				
Friday 27th September <b>1.30pm</b>	<b>Session Two</b> Safe and considerate use of IT continued	<b>1.30 TALK: Zoe Shuttleworth, Substances webinar</b>	<b>Interim reports</b> and an opportunity to catch up on the news	<b>Interim 6.2 reports</b> Setting personal targets
Friday 4th October <b>1.30pm</b>	<b>Session Three</b> News Review: Looking beyond Radley (including 'Fake News')	<b>Session Three</b> An introduction to Drugs	<b>Session Three</b> Citizenship	<b>1.30 TALK: 6.2 and 6.1 Duncan Slater (Theatre)</b>
Friday 11th October <b>1.30pm</b>	<b>Session Four</b> Success in September: Self Evaluation	<b>Session Four</b> Legal and Illegal Drugs: knowthescore	<b>1.30 TALK: Nath Fernandes, Disability Awareness (Theatre)</b>	
Thursday 17th October <b>8.30am</b>	<b>Form Focus</b>	<b>Form Focus</b>	<b>Session Four</b> Follow up discussion on Disability Awareness	
<b>Leave Away</b>				
Friday 8th November <b>1.30pm</b>	<b>Interim reports</b> Setting personal targets	<b>Interim reports</b> Setting personal targets and reviewing SMART goals	<b>1.30 TALK: DJP, Future Planning and Careers, (Theatre)</b>	<b>Interim 6.1 reports</b> Setting personal targets
Friday 15th November <b>1.30pm</b>	<b>1.30 TALK: Just Like Us, LGBTQ (Theatre)</b>	<b>Session Five</b> An Introduction to Emotional Resilience	<b>Interim reports</b> Setting personal targets	<b>Interim 6.2 reports</b>
<b>Wednesday 20th November</b> <b>APT 1</b>	<b>Session Six</b> Just Like Us follow up discussion	<b>Session Six</b> Building Emotional Resilience	An opportunity to discuss issues raised in Careers talk	

	<i>Advent Weekend</i>			
Friday 29th November <b>1.30pm</b>	<b>Session Seven</b> – Do you eat healthily?	<b>Session Seven</b> Summary of topics covered this term and Declamation choice	<b>Session Five</b> Human Rights	<b>1.30 TALK: 6.2: Dick Moore, CWMT (Theatre)</b>
Friday 6th December <b>1.30pm</b>	<b>1.30 TALK: DJTS, Declamations and self-identity (Silk Hall)</b>	<b>Exams</b>	<b>1.30 TALK: Dr Nick Broughton, Developing Good Mental Health (Theatre)</b>	
Friday 13th December <b>1.30pm</b>	Selle-Evaluation	An opportunity to discuss how exams went	An opportunity to discuss issues raised in the Mental Health talk	
<b>Monday 16th December 2.30pm</b>	<b>End of term reports</b>	<b>End of term reports</b>	<b>End of term reports</b>	<b>End of term reports</b>

<b>Date</b>	<b>Shells Health and Wellbeing</b>	<b>Removes Relationships</b>	<b>Fifths Living in the Wider World</b>	<b>Sixth Form New Perspectives</b>
<b>LENT TERM</b> Friday 5th January <b>8.30-9.00am</b>	Welcome back Declamations	Welcome back Declamations	Welcome back Declamations	Welcome back Declamations
Friday 5th January <b>1.30pm</b>	<b>Session One:</b> Self- Esteem and friendship	<b>Session One</b> Finance: Ethical Consumerism	<b>1.30 TALK:</b> Sarah Turner and Rob Gilley, Alcohol (Theatre)	
Friday 12th January	<b>1.30 TALK A-E:</b> Joe Sparks, Self Esteem and Identity (SLT)	<b>Session two:</b> Money Smart!	Declamations and looking ahead to A Level choices	<b>1.30 TALK 6.1:</b> Ben's Story, Nigel Revell Facing Cancer (Theatre)
Friday 19th Jan - Monday 22nd Jan	<b>Hilary weekend</b>			
Friday 26th January	<b>1.30 TALK F-K:</b> Joe Sparks, Self Esteem and Identity (SLT)  <i>Declamations: Semi- Finals List close</i>	<i>Declamations: Semi- Finals List close</i>	<b>Interim Reports</b> and Declamations  <i>Declamations: Semi-Finals List close</i>	<b>6.2 Interim Reports</b>
Friday 2nd February	<b>1115 TALK:</b> Karl Hopwood (internet safety and sexting) (Theatre)	<b>1200 TALK:</b> Karl Hopwood (internet safety and sexting) (Theatre)	<b>Session One</b> Effective Revision	<b>1.30 TALK:</b> Karl Hopwood (internet safety and sexting) (Theatre)
Friday 9th Feb - Sunday 17th Feb	<b>Leave Away</b>			
Monday 19th February <b>8.30-8.50am</b>	<b>Careers Investigator</b>	<b>Session Three</b> Introduction to Employment	Form Focus	
Friday 23rd February	<b>1.30 TALK:</b> Alex Gilley, Smoking and Vaping (Theatre)	<b>1.30 TALK:</b> DJP, CV Writing, (Silk Hall)	<b>Session Two</b> Motivation and setting yourself up for success	
Friday 2nd March	<b>Session One</b> Feedback on smoking talk, discussion leading on to alcohol	<b>Session Four</b> Working though individual CVs	MOCKS	<b>1.30 TALK 6.1:</b> STW Sports and Ethics (Theatre)
Friday 9th March	<b>1.30 TALK:</b> TJD, Making informed decisions (Theatre)	<b>Session Five</b> Employment and racial discrimination	MOCKS	<b>1.30 TALK 6.1 and 6.2:</b> Patrick Foster, Gambling and Addiction (Silk Hall)
Friday 16th March	<b>Session Two</b> Follow up on Making Informed Decisions talk	<b>1.30 TALK:</b> Head of Economics, an introduction to finance (Theatre)	<b>Session Three</b> Examination Debrief	
Thursday 22nd March <b>12pm</b>	<b>End of term reports</b>	<b>End of term reports</b>	<b>End of term reports</b> Planning ahead to holiday work and structured revision	

<b>Date</b>	<b>Shells</b> Health and Wellbeing <i>Firefly</i>	<b>Removes</b> Relationships <i>Staff Departments</i> Folder: <i>PSHE</i>	<b>Fifths</b> Living in the Wider World <i>Staff Departments Folder:</i> <i>PSHE</i>	<b>Sixth Form</b> New Perspectives
<b>SUMMER TERM</b> Wednesday 24th April <b>9.15am</b>	<b>Session One</b> Welcome back!	<b>Session One</b> Relationships: Rights and Responsibilities	<b>Session One</b> In the news	
Friday 26 <sup>th</sup> April	<b>1.15 TALK:</b> Alex Fryer, Relationships (Theatre)	<b>12 TALK:</b> Alex Fryer, Sex and Relationships (Theatre)	<b>Session Two</b> An introduction to UK politics	<b>1.30 TALK 6.1:</b> Alex Fryer, Sex and Relationships (Theatre)
Friday 3 <sup>rd</sup> May	<b>Session Three</b> Healthy Eating and Odd Balls (testicular cancer awareness)	<b>Session Two</b> Gender and relationships in the Media	<b>Session Two</b> 'Any Questions?'	<b>1.30 TALK 6.1:</b> JASS, Personal statements/careers (Theatre)
Friday 10 <sup>th</sup> May	<b>1.30 TALK:</b> Dr Sam Dockree, Looking after Your Body (Theatre)	<b>Session Three</b> Advertising and Body Image	Exams	
Friday 17 <sup>th</sup> May	<b>Session Four</b> Revision- what works for you?	<b>Session Three</b> Body Image on screen	Exams	<b>1.30 TALK 6.1:</b> The Respect Project (RSE)
Thursday 23 <sup>rd</sup> May <b>1.30pm</b>	Form Focus	<b>Interim reports</b>	Form Focus	<b>6.1 Interim reports</b>
Friday 24 <sup>th</sup> May – Sunday 2 <sup>nd</sup> June	<b>Leave Away</b>			
Friday 7 <sup>th</sup> June	<b>1.30 TALK:</b> Amy Forbes-Robertson, RSE (Theatre)	<b>Session Five</b> The effect of pornography on society	Exams	
Friday 14 <sup>th</sup> June	<b>Session Five</b> Discussion of Amy F-R talk	<b>1.30 TALK</b> Alex Gilley, sexual health (Theatre)	Exams	
Friday 21 <sup>st</sup> June	<b>Exams</b>	<b>Exams</b>	Exams	Exams
Friday 28 <sup>th</sup> June	<b>Session Six</b> Exams end lesson 4 Examination debrief	<b>Exams continue until lesson 6</b>		
Friday 5 <sup>th</sup> July <b>1.30pm</b>	<b>End of term reports</b>	<b>End of term reports</b>	<b>End of term reports</b>  <b>Life Skills Week, Wednesday 3<sup>rd</sup> July: Good Lads Workshop (Beyond Equality)</b>	

## RSE (Relationships and Sex Education) Policy

In April 2017, the Children and Social Work Bill received Royal Assent, becoming the Children and Social Work Act. The new Act includes legislation that makes Relationships and Sex Education (RSE) statutory in all secondary schools, and Relationships Education statutory in all primary schools, from September 2020. The Act also gives the Government power to make PSHE education statutory in its entirety, pending the results of a consultation.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

At Radley RSE is embedded in the PSHE education programme for every year group. It is taught by 'in-house' specialists including school nurses, external specialists including Amy Forbes-Robertson, Debbie Melton and Laura White ([www.ithappens.education](http://www.ithappens.education)), Tim Ramsey ([www.justlikeus.org](http://www.justlikeus.org)), Chloe Combi and by Form Masters. Twenty-two **Sixth Form Ambassadors** take part in a training programme (led by Chloe Combi): they assist lower school Form Masters, leading small groups discussions on RSE topics within the classroom and within Socials.

The teaching of RSE is non-judgemental, inclusive and sensitive to the religious background of all pupils. The Shell and GCSE Science curriculum complements the RSE programme and covers topics such as reproductive systems, genetics and changes to the human body. Historically PSHE education courses have been criticised for placing the emphasis on 'safe sex' and ignoring the importance of relationships. Throughout our PSHE education programme Form Masters encourage frank discussion of pressures on young people, emphasise the importance of moral values and integrity in relationships, marriage, partnerships, the importance of secure family bonds, and discuss all matters of sexuality with respect, care and sensitivity. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem, and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Using resources produced by the PSHE Association and the Sex Education Forum (which are evidence-based and age-appropriate) the following RSE topics are covered:

Shells: Living together, (un)healthy relationships including intimate relationships, responsible and safe use of social networking sites, legal rights and responsibilities including sharing and viewing indecent images, gender equality, LGBTQ equality/inclusion

Removes: Sex and the media, safe sexual relationships, consent, contraception, menstruation, STIs, pornography, online risks

Fifths: Sexuality, LGBTQ, pornography, safe sexual relationships, tackling social/gender stereotypes, sex and the law

Sixth form: Sexuality, LGBTQ, violence in relationships, risky sexual behaviour, adolescent pregnancy, FGM, fertility

The Head of PSHE is responsible for the quality of teaching and learning which is closely monitored through informal discussions with pupils and electronic surveys of both pupils and staff. Our RSE subject content is dynamic and changes to meet the needs of pupils, parents and the community (see **Appendix 7**). The DSL, Medical Centre staff, Members of Council, parents, and external specialists are consulted as part of our annual review of this RSE policy. The provision of RSE is evaluated each academic year as part of the compliance review by the Sub-Warden, Deputy Head (Pastoral) (from April 2024), and the Deputy Head (Systems).

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. Should a parent wish to withdraw, they should contact the Sub-Warden ([bjh@radley.org.uk](mailto:bjh@radley.org.uk)) in the first instance. From April 2024 parents should contact the Deputy Head (Pastoral) and DSL [epj.james@radley.org.uk](mailto:epj.james@radley.org.uk).

Details of all RSE talks are published in the online calendar and in the Parent Bulletin. Any parent wanting further detail about any of the talks may contact the Head of PSHE ([sln@radley.org.uk](mailto:sln@radley.org.uk)).

### **Wellbeing in the Digital Environment and Staying Safe Online**

Every child has the right to access the digital world creatively, knowledgeable and fearlessly. Without access they are disadvantaged. Wellbeing in the Digital Environment and Staying Safe Online is taught by Form Masters and by external specialists including Karl Hopwood (<https://www.esafetyltd.co.uk/>). The aim is to empower, build resilience, and promote appropriate long-term behaviours. The following topics are covered:

Shells: Digital security and privacy, responsible and safe use of SN sites, online reputation, identifying and managing digital risks including how to access help through CEOP, managing digital-time, cyberbullying

Removes: Identifying and managing digital risks, sexting and the law, pornography, copyright and ownership, managing online information, seeking help online (e.g. [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

Fifths: Pornography, digital security and finance including gambling, mental health and wellbeing in a Digital Age, risks posed by incels

### **Resources and collaboration with other schools**

In addition to PSHE education session plans (see appendix 1) there is an ever-growing resource bank of additional resources and materials including articles, websites, TED Talks, and Youtube videos that are available for Form Masters to incorporate into their PSHE education teaching. These are available on the staff SharePoint. For each PSHE education topic, DVDs, books, and other materials are available from the Library. The Library SharePoint also directs staff and boys to online resources (such as Issues Online). Each term the Library has prominent displays of relevant and contemporary PSHE education books.

Radley collaborates with several schools (both state and independent) which provides opportunities for shared CPD, sharing of resources and sharing of best practices, alongside opportunities for pupils to work with pupils from other schools.

## **How does Radley monitor the quality of pupil learning and understanding?**

The Head of PSHE education closely monitors the quality of pupil learning and understanding in a variety of ways including informal interviews and discussions with pupils in each of the Socials. Another way in which pupil understanding and engagement is measured is through termly PSHE education surveys (see Appendix 2). Feedback from these surveys (see Appendix 2-6) is used to inform teaching and to shape our dynamic PSHE education programme. Feedback is shared with both staff and dons. Each year group will complete regular 'quizzes' to monitor the quality of learning and understanding (see Appendix 5). The quality of PSHE education teaching is monitored by 'Learning Walks' conducted by the Head of Years. Individual CPD is also offered to staff where appropriate. Each Form Master in the Lower School writes a termly PSHE report for each pupil.

## **Promoting British Values**

The inculcation of Radley College students with regard to British Values - a respect for the workings of democracy, the rule of law, free speech, individual liberty and mutual respect and tolerance of those with different faiths and beliefs - is central to the everyday working and curriculum of the school. Examples of where these values are promoted can be seen in the following (and other) areas of school life:

**Core elements of the school curriculum:** these promote understanding that while democracy may be imperfect, it is generally considered to be superior to alternative forms of government. In History, for example, which is studied by all in Year 9, a detailed study is done on the rise and fall of the Weimar democracy and the Third Reich. The obvious contrast between the efforts of the former to create a democracy, abide by the rule of law, respect individual liberty and create a tolerant society (and the exact opposite in all areas in the latter), allows for a detailed and involved examination of values which are also central to British life and offer a stark illustration of what happens when these are denied. Equally, English lessons allow a forum for study, through different types of literature, of clashes between the desire for individual human liberty and repressive systems and attitudes. Compulsory Shell Theology lessons open up further possibilities for discussing individual human rights and the need for a pluralistic society. These issues are further discussed in PSHE sessions (in year groups and by form). In the sixth form, large numbers of students study History, English, Classics, Theology, Modern Languages and Politics, where similar themes are explored in more depth. There is also a voluntary programme of lectures and discussion for all boys and staff which allows for plenty of exploration of citizenship issues: the importance of democracy, the rule of law, individual liberty and tolerance of those of other faiths and beliefs. There is an ongoing theme of freedom of speech in the lecture programme.

**Societies:** there are many schoolwide societies, including subject departmental, academic year group, Philosophy, International Relations, Christian Forum, Debating, Creative Writing and Symposium societies, where the full gamut of issues arising related to British and wider values of respect for the individual and pluralism are debated and discussed. Students and staff regularly are encouraged to debate and discuss about how British society is ordered and how it might be defended and improved.

**School literature:** the school magazines regularly contain articles discussing matters relating to British Values. This might take the form, for example, of students' reflections on hearing a lecture from political dissidents from North Korea or other non-democratic countries or victims of the Holocaust. The Holocaust Conference is annual and compulsory for all 6.2.



**Student representation on school bodies:** boys are encouraged to sit on representative bodies within and beyond boarding houses, which debate their conditions and rights.

**Collective acts of worship:** in the school Chapel there are regular sermons about, prayers for and thoughts and reflections on, those who have suffered for speaking out for democracy, the rule of law, tolerance and defence of others' right to be themselves.

**Mock elections:** these seek to promote the understanding, practice and benefits of multi-party democracy and student organisation and participation in these - as candidates, activists, electoral officials and voters - helps to inculcate British Values.

In these various ways, it is seen that Radley College fosters a great deal of ongoing debate about, and instruction in, core British Values.

## Appendix 1

### REMOVES: Relationships Pornography

#### **Resources:**

AV/projector

#### **Suggested Plan:**

This is a tough issue to tackle, particularly in a classroom context! Feel free to use alternative material that suits you and your group better.

Here are four possible activities:

Watch the following extract on YouTube: (Friends – Joey and Chandler with the free porn!). In this extract from Friends the boys accidentally find a free pornography channel.

[https://www.youtube.com/watch?v=L8y\\_XELbssc](https://www.youtube.com/watch?v=L8y_XELbssc)

Discuss the following questions: Why were the boys so excited? Why were the girls not so keen? Why do you think the girls felt differently about the porn? Why did the boys eventually feel they had to turn it off?

Watch the following TED talk by Ran Gavrieli 'Why I stopped watching porn' (16 mins) which explores the links between pornography and prostitution, human trafficking, male dominance, self-esteem etc.

[https://www.youtube.com/watch?v=gRJ\\_QfP2mhU](https://www.youtube.com/watch?v=gRJ_QfP2mhU)

Alternatively, you could watch 'The Great Porn Experiment' by Gary Wilson (16 mins). This is a scientific talk about internet porn addiction.

<https://www.youtube.com/watch?v=wSF82AwSDiU>

#### Useful reminders

1. Establish what pupils know already and build on this
2. Use active teaching methods to explore new material and concepts
3. Allow pupils the opportunity to explore, clarify and articulate their feelings, beliefs and values
4. Spiral learning – revisit previous topics
5. Feel free to use alternative resources to tailor the material more closely to the needs of individuals



REMOVES: Relationships  
Pornography

If you feel uncomfortable tackling this subject you might like to watch Laura Bates' Ted talk (15 mins) about her project EverydaySexism. This follows on from sessions on sex and relationships. The library has two books written by Laura Bates (Girl Up and Everyday Sexism) – both are wonderful!

<https://www.youtube.com/watch?v=LhjsRiC6B8U>

**PSHE Overarching concepts:**

Identify own qualities	Risk	Managing Change
Relationships	Diversity and Equality	Power
Healthy, balanced lifestyle	Rights and Responsibilities	Career

**PSHE Remove Form Survey**

**Remove PSHE: Lent 2017 Relationships**

**This term you have covered the following topics:**

- 1. Healthy Lifestyle Choices (including healthy eating)**
- 2. Employment**
- 3. CV writing**
- 4. Racial discrimination**
- 5. Finance (understanding a payslip, opening different types of bank accounts, credit and debit cards)**

\* 1. Name

\* 2. Social

A  B  C  D  E  F  G  H  J  K

\* 3. How much do you feel you have learnt about the following topics?

	Nothing	Not really enough	Quite a lot	A great deal
Healthy Eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CV Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial Discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 4. What do you enjoy most about Form Masters?

\* 5. What topics would you like to cover in Form Masters this year?

## Appendix 3

### Remove PSHE Survey (24/03/2017)

111 boys completed the survey (from a year group of 132). Every boy completed all five questions. Overwhelmingly the boys were very positive: they clearly valued Form Master time, enjoyed the PSHE content, and they made constructive comments.

**They were asked how much they felt they had learnt about each of the following topics:**

	Nothing	Not really enough	Quite a lot	A great deal	Total	Weighted Average
Healthy Eating	9.01% 10	9.91% 11	57.66% 64	23.42% 26	111	2.95
Employment	5.41% 6	16.22% 18	57.66% 64	20.72% 23	111	2.94
CV Writing	3.60% 4	6.31% 7	54.05% 60	36.04% 40	111	3.23
Racial Discrimination	23.42% 26	24.32% 27	30.63% 34	21.62% 24	111	2.50
Finance	5.41% 6	18.92% 21	46.85% 52	28.83% 32	111	2.99

**They were asked what they enjoyed most about Form Masters. Here is a list of common responses:**

- Being together with my peers
- Chatting in a relaxed way with an adult
- Discussing problems
- General chats about the news and politics
- Going through reports
- Hearing someone else's view
- Learning about new stuff/about the real world
- Talking about complex subjects
- The positive atmosphere
- Relaxing and talking about stuff that usually gets ignored

**They were asked what topics they would like to cover in Form Masters this year. Sexual Health was the most common response. Here is a list of other common responses:**

Addictive substances (drugs, alcohol, smoking and vaping)

Careers (including university choices, A Levels)

Employment (including holiday jobs)

Finance

Health (fitness and eating)

Politics

Racism and Sexism

**Action to be taken**

SLN has organised for Alex Fryer to speak to this year group about relationships and sex on Friday 21<sup>st</sup> April. Alex Gilley will also speak to this year group about sex, STIs and pornography in the second half of term. SLN will liaise with the sports department about introducing a Healthy Lifestyle talk in the Michaelmas term (fifths). SLN will also try to source an external speaker on racism and discrimination.

17/04/2017

## Appendix 4

### Remove PSHE Survey (23/03/2019)

Many thanks to the majority of you who completed the survey. Thank you too to those of you who wrote detailed responses. The information you provide me with helps me to arrange talks that you will find useful and interesting. It will also help me develop the PSHE curriculum for future years.

**You were asked how much you felt you had learnt about each of the following e-safety topics:**

	NOTHING	NOT REALLY ENOUGH	QUITE A LOT	A GREAT DEAL
Safety online	3.64% 4	2.73% 3	62.73% 69	30.91% 34
Managing my online reputation	3.64% 4	2.73% 3	63.64% 70	30.00% 33
Privacy and security	2.73% 3	4.55% 5	60.00% 66	32.73% 36

This is encouraging. I know that many of you found **Karl Hopwood's talk** on e-safety very useful. For those of you who need to extend their understanding I will arrange for the library to display some books on e-safety. Further information can also be found on the **PSHE Signposts page which is on Firefly**.

**You were asked to identify illegal online activities.**

Please be clear that **it is illegal** to distribute, possess or show indecent images of anyone under 18 ('nudes'). It is **also illegal** to hack into someone else's computer.

**You were also asked how much you felt you had learnt about each of the following topics:**

	NOTHING	NOT REALLY ENOUGH	QUITE A LOT	A GREAT DEAL
Employment	0.00% 0	17.27% 19	60.91% 67	21.82% 24
CV Writing	0.91% 1	11.82% 13	50.91% 56	36.36% 40
Racial Discrimination	10.91% 12	19.09% 21	45.45% 50	24.55% 27



## **You were asked what you enjoyed about Form Masters.**

Almost all of you said that you enjoyed chatting and discussing/debating topics. You like the opportunity to voice your opinions, to share ideas and to reflect on the past week. You appreciate having the opportunity to socialise with peers and to talk to an adult to discuss personal issues in a relaxed environment.

**You were also asked what topics you would like to cover in Form Masters this year. Thank you for the many suggestions. Obviously some of you have conflicting views which we will try to accommodate. Here is a list of common responses:**

Current (political) affairs

Careers (inc. scholarship/university applications, A Levels, work experience)

Discrimination (including racial)

Debating ethical issues (e.g. animal rights and environmental issues)

Finance (managing money, taxes, mortgages, gambling)

Gender (including gender reassignment)

Health (healthy eating, substance abuse)

Mental Health (inc. handling stress/anxiety)

Relationships and sexuality

### **In response to this:**

1. Please remember that **Mr Deasy and Mr Pullen** are very happy to give you individual advice about careers and universities.
2. I will organise a specialist to talk to you about finance in the Michaelmas term.
3. I am going to try to find someone to talk to you about discrimination. This will probably happen at some point in the Fifth form.
4. I will pass on your list of requested topics to your Form Master so that they can incorporate them in to your weekly sessions.

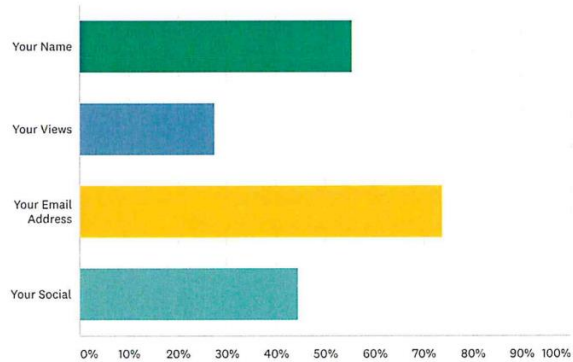
**Please do contact me in person if you have any questions or further suggestions.**

## Appendix 5

Q3

Which of the following is it not safe to share online? (you can choose more than one)

Answered: 65 Skipped: 2



### QUIZ STATISTICS

Percent Correct: 40%  
 Average Score: 1.3/2.0 (65%)  
 Standard Deviation: 0.68  
 Difficulty: 1/9

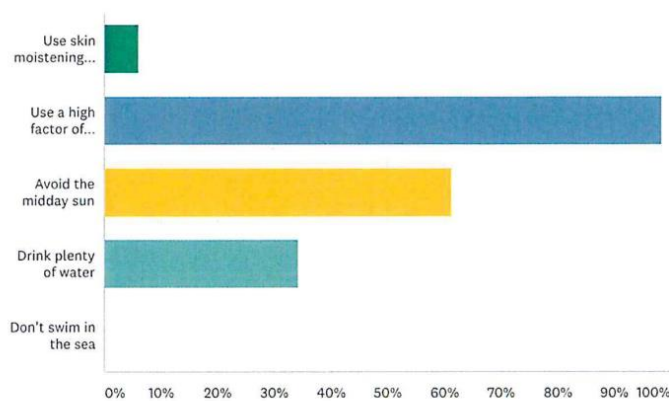
ANSWER CHOICES	SCORE	RESPONSES	
✓ Your Name	1/2	55.38%	36
Your Views	0/2	27.69%	18
✓ Your Email Address	1/2	73.85%	48
Your Social	0/2	44.62%	29

Total Respondents: 65

Q8

With such hot weather there is a risk of damaging your skin and increasing your chances of skin cancer. Which 2 things can you do to limit this risk?

Answered: 67 Skipped: 0

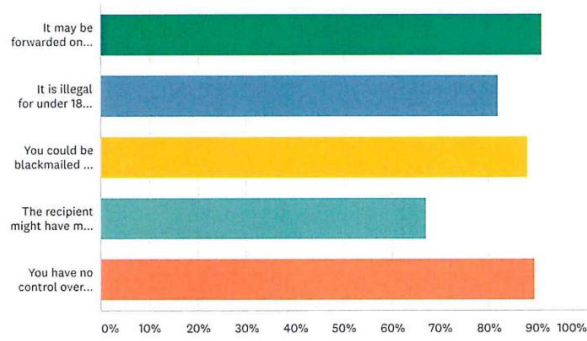


Q10



Finally, what are the risks of sending nude photos? (you can answer more than one)

Answered: 67 Skipped: 0



**QUIZ STATISTICS**

Percent Correct	Average Score	Standard Deviation	Difficulty
58%	4.2/5.0 (84%)	1.21	6/9

ANSWER CHOICES	SCORE	RESPONSES
✓ It may be forwarded on to a number of people	1/5	91.04% 61
✓ It is illegal for under 18s to share nude photos	1/5	82.09% 55
✓ You could be blackmailed or bullied by someone with the photo	1/5	88.06% 59
✓ The recipient might have more than one device and someone else might see it.	1/5	67.16% 45
✓ You have no control over the picture once it has been sent	1/5	89.55% 60

Total Respondents: 67

## Appendix 6

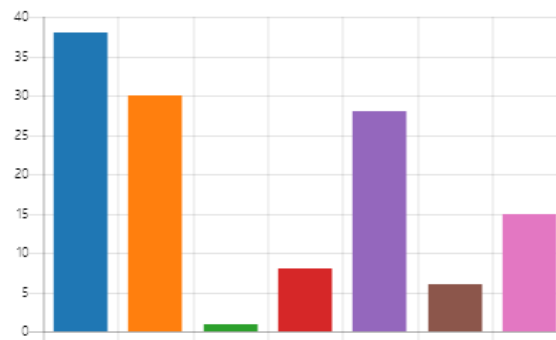
### 3. Is RSHE a priority for you?

● Absolutely! Understanding an...	15
● Yes - I really value learning ab...	65
● Nope - this is totally irrelevant...	25
● Absolutely not - masks, bubbl...	8
● Other	13



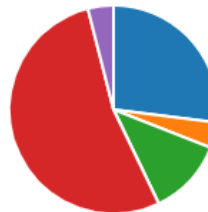
### 4. In the past... where have you mostly got your information about Relationships & Sex Education from?

● PSHE lessons	38
● Biology/Science lessons	30
● Health Centre/nurses	1
● Family conversations	8
● Friends	28
● TV shows/Netflix	6
● Internet/online	15

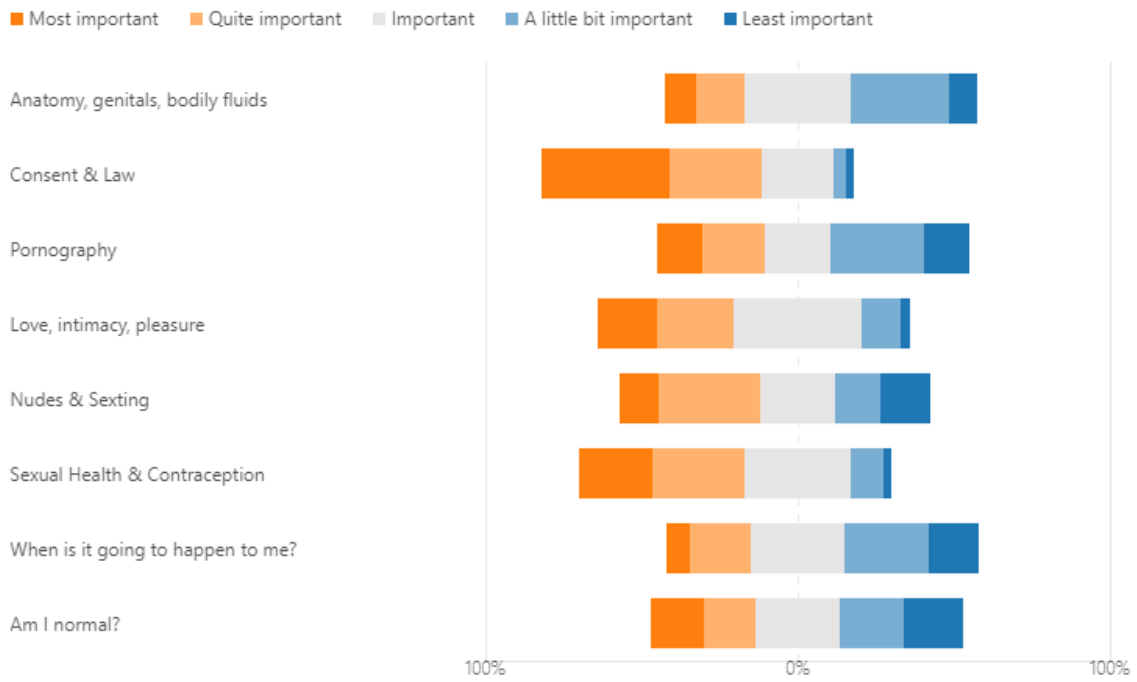


### 5. What is the most influential thing when it comes to Relationships & Sex for young people?

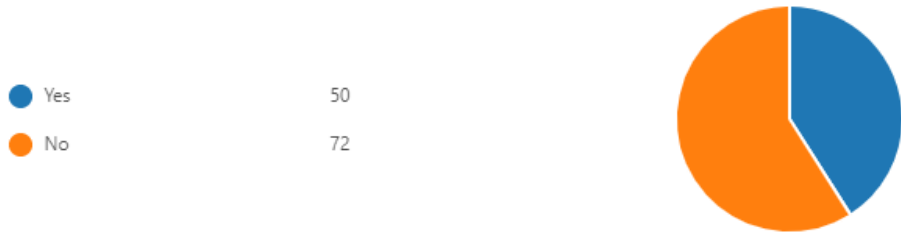
● The law	34
● School rules	5
● What my friends are doing	15
● My feelings	67
● What other people think	5



6. What do you think are the most important topics in Sex Education for Remove students at Radley?



7. Do you talk to trusted adults - parents/carers/guardians about things like consent & sexual assault?



## Appendix 7

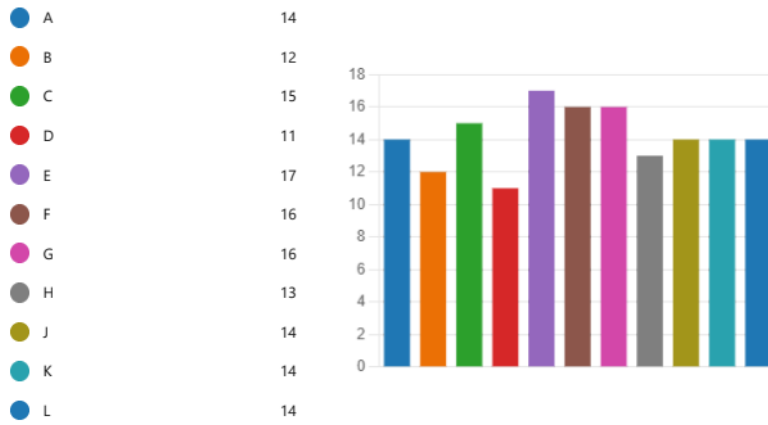
### 6.1 Relationships and Inclusive Sexual Health (19th May 2022) (RSE)

156  
Responses

9.4  
Average Score

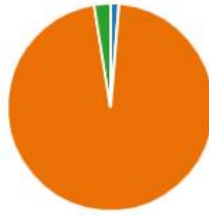
Active  
Status

1. Which Social are you in? (0 point)



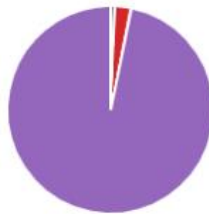
2. Which of the following websites specialises in providing young people with information about relationships and sexual health? (1 point)  
96% of respondents (150 of 156) answered this question correctly.

- <https://www.talktofrank.com/> 2
- <https://www.brook.org.uk/> 150 ✓
- <https://www.thinkuknow.co.uk/> 4



3. Which of the following services are **not** available in a sexual health clinic? (1 point)  
97% of respondents (151 of 156) answered this question correctly.

- Testing and treatment for STIs 1
- Free Condoms 0
- Contraception (including emerg... 0
- Help for young people who hav... 4
- Travel vaccinations 151 ✓



4. Which is the most common STI in the UK? (1 point)  
96% of respondents (149 of 156) answered this question correctly.

- Chlamydia 149 ✓
- Gonorrhoea 4
- Syphilis 3



5. Which of the following is **not** an STI? (1 point)  
92% of respondents (143 of 156) answered this question correctly.

● Genital herpes	0
● Yellow fever	143 ✓
● Pubic lice	13



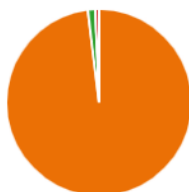
6. Which of the following is **not** a barrier contraceptive? (1 point)  
99% of respondents (155 of 156) answered this question correctly.

● Condom	0
● Femidom	1
● Lube	155 ✓



7. What is the legal age of Consent in England and Wales? (1 point)  
98% of respondents (153 of 156) answered this question correctly.

● 15	0
● 16	153 ✓
● 17	2
● 18	1



8. Who would **not** have the capacity to give Consent? (1 point)  
98% of respondents (153 of 156) answered this question correctly.

● Someone who is drunk	153 ✓
● Someone who is 16 and is the s...	3





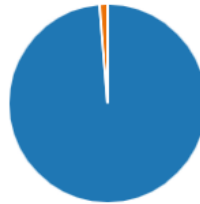
9. Sending or receiving a nude when you're under the age of 18 is illegal. True or false? (1 point)  
94% of respondents (146 of 156) answered this question correctly.

● True 146 ✓  
● False 10



10. If you are worried about online sexual abuse, of if a nude of you has been shared online and you want it removed which of the following websites would you go to for information? (1 point)  
99% of respondents (154 of 156) answered this question correctly.

● <https://www.ceop.police.uk/Safe...> 154 ✓  
● <https://www.nhs.uk/> 2



11. Which website would you visit if you wanted more information about LGBTQ? (1 point)  
72% of respondents (112 of 156) answered this question correctly.

● <https://www.stonewall.org.uk/> 112 ✓  
● <https://www.youngminds.org.uk/> 39  
● <https://www.childnet.com/> 5



## Appendix 8 (March 2021)

The debate about a national culture of sexual abuse escalated in March 2021 when the website Everyone's Invited published anonymous victim posts. Here are examples of resources produced and used with every year group, alongside emails sent by both the Head of PSHE and the Warden.

Email from the Head of PSHE (14/3/2021)

Please find attached information and resources about relationships, sex and consent. I have provided details of age-appropriate websites and links to videos. Before using these resources with pupils this week please note the following:

- Preview videos before showing to pupils
- Some pupils may feel uncomfortable talking about this - just because they are not contributing to the conversation doesn't mean that they don't understand, or that they are not listening
- When discussing consent, a pupil may make a disclosure - in that instance contact BJH immediately
- Some pupils may not want to ask questions in a public forum - that is completely ok (all the websites signposted provide help/advice)
- There are brilliant websites to support young people (have included two in the document) - there are several more on Firefly (PSHE Signposts)
- If anyone wishes to speak to someone about consent their first port of call should be any of the nurses at the Medical Centre

I appreciate this is a difficult subject to explore with pupils. Alex Gilley has very kindly agreed to come to FM sessions or to Socials once the Covid testing on Tuesday is complete.

Please do get in contact if you have any questions or concerns.

## Resources

### INFORMATION

#### Sex and Law

**Consent** (definition taken from Disrespect Nobody) *Consent means giving permission for something to happen or agreeing to do something and being comfortable with that decision. It doesn't matter what gender you are, or whether you're straight, gay or bisexual, if you're planning to do anything sexual then both of you must give consent.*

*Consent has to be given freely and no one can be made to consent to something. It's not consent if someone does something because they feel like they have to. You can also never assume that someone is giving consent – you have to be sure.*

*Consent is an essential part of healthy relationships and it's really important to know what it is and the many ways to spot it. Both you and the person you're with always need to consent before sex or any intimate activity.*

## **The Age of Consent in England and Wales (note different legislation for Scotland and Northern Ireland)**

*The age of consent to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.*

*It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.*

*It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.*

*The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.*

For further information see <https://www.fpa.org.uk/factsheets/law-on-sex#age-consent>

## **ACTIVITIES**

### **Cup of Tea video**

<https://www.youtube.com/watch?v=fGoWLWS4-kU>

Every year group (other than Shells) will have seen this – but it is a really great way to start the discussion. Perhaps pretend you haven't seen it and get them to get explain! Watch out – they love the punchline (2.43)!

Boys might want clarification on the following areas:

- Does a woman require consent to initiate intimate/sexual contact?
- What about same sex relationships? Is consent the same?
- Is consent required just for sexual intercourse? Or is it required for other physical/intimate contact?
- Someone has to have capacity to give consent – what does this mean? Who might not have the capacity to give consent?

### **Disrespect Nobody Campaign**

This is a really nice, animated video about consent.

<https://vimeo.com/263339260>



### **Brook**

This is a really useful website for boys to look at

<https://www.brook.org.uk/your-life/consent-myths-and-facts/>

### **Sixth Form**

These two video clips come from a series on BBC 3.

#### **Sexual Assault on Campus: Students on the edge**

You must preview this before showing it. In this video a female student talks about being assaulted by another female student. It is tough viewing but a powerful message.

<https://www.youtube.com/watch?v=XEJx1XgELcc>

#### **Is this Sexual Harassment? Men and Women Discuss**

Again, please preview. Given that many of our sixth form may do some temping in the hospitality industry this will prompt useful discussion.

<https://www.youtube.com/watch?v=Ur8G8kOYEfi>

#### **American student shares his story of sexual assault**

This is uncomfortable viewing. You must preview this. So often we talk about assault on females and we don't talk about male victims. Anyone can be a victim.

<https://www.youtube.com/watch?v=2GwECrVhFF4>

## **Stealthing**

Boys may want to talk about stealthing which is the act of non-consensual condom removal or the purposeful damaging of the condom during sex without their partner's consent. The recent TV series 'I May Destroy You' raised awareness of this. If someone has given consent to have sex with a condom but the other person breaks that condition, that person is breaking the law and it becomes sexual assault. Here is a useful article:

<https://www.bbc.co.uk/news/newsbeat-39705734>

Extract from the Warden's End of Term letter to parents 26<sup>th</sup> March 2021

I am sure you have seen over recent days and weeks a series of articles in the press on the problem of 'perceived rape culture' in some schools. The context of the articles is a website and social media account which has been encouraging victims of sexual violence to share their stories and name the school which perpetrators attended. Many schools are named, and Radley is one of them. There are limited references to us compared to many schools but the issue is one that we take very seriously and I wanted to include an element in this letter about our response.

It is obviously a concerning subject and one which we want to respond to in a way that encourages the boys to think through the issues, be fully aware of their obligations, and exercise the highest of standards in their relationships with others. Consent is looked at appropriately on a regular basis throughout a boy's time within PSHE and I hope I do not need to add that we always investigate any allegations in conjunction with Children Services and other statutory agencies as required by law and take very seriously our obligation both in terms of safeguarding and education of the boys. We are conscious that some of the comments in the articles, whether Radley related or not, may well have caused distress to some boys and encourage them to speak to any member of staff about any concerns at any time and should you or they wish to talk directly to Mr Holden, our Designated Safeguarding Lead, please do be in touch.

We want to use the opportunity that has been generated by the national debate and the exposure of the level of the problem to do more. There is rightly real concern about issues of sexual consent and peer on peer sexual violence in our society and culture and it is not always easy to find ways to go beyond formal education in this area into genuine reflection, discussion and cultural change. We are in discussion with Downe House School about collaborating in this area in the 2021-22 academic year. We are very keen for it to be driven by the boys and girls and so will be asking a small group of 6.1s from each school to meet over the Summer Term, with guidance from staff, to design a programme that will facilitate genuine discussion and progress over what is a vitally important issue.

