

# Policy for Relationships and Sex Education

Cambian Hereford School

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Staff Groups Affected	All Staff

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## 1. Monitoring and Review

- 1.1. The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above,

or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Vickie Wilton  
Headteacher  
September 2022

## 2. Purpose

The purpose of a whole school Relationships and Sex Education Policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff and governors) have a shared understanding of this important area of the curriculum. It is available to all stakeholders on the school website or by request from the school office.

As a school which values personal development in our children and young people, we ensure our RSE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

## 3. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

The aims above are in line with our school Ethos. These are the core values that underpin a future where our students are fully included and respected in society: Self-growth, Respect, Patience, Inclusion, interconnected and Trustworthiness.

## 4. Statutory Requirements

In secondary education, we must provide RSE to all students as per the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## 5. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/Stakeholder Consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student Consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 6. Definition

RSE is about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is NOT about the promotion of sexual activity.

## 7. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, such as:

- The Reproductive System – Male and Female
- The Menstrual Cycle
- Contraception – hormonal and non-hormonal

- Sexually Transmitted Infections (e.g. HIV/AIDS)
- A female member of staff delivers some aspects

Students will also receive stand-alone sex education sessions delivered by a trained health professional where this is possible.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of students based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support

around them (for example: looked after children or young carers). Parents/Carers have been given the opportunity to note any areas that could cause upset/distress to their young person.

## 9. Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with the school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps students understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Cambian Hereford School ensures these requirements are met through: staff training and awareness, daily support in school to students, parents/carers and staff and liaison with external agencies.

## 10. Confidentiality

Staff will follow school's policy with regard to confidentiality. Students will, as always, be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

## 11. Roles and Responsibilities

The governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students from non-statutory components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude and respect for others at all times.

## 12. Parents' Right to Withdraw

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form provided within this policy and addressed to the Headteacher.

Alternative work will be given to students who are withdrawn from sex education.

### 13. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the PSHE co-ordinator, during accountability meetings. The PSHE co-ordinator is supported in their learning through regular Best Practice meetings/training opportunities across the group of schools.

### 14. Monitoring Arrangements

The delivery of RSE is monitored by members of the Senior Leadership Team through the Quality Assurance programme of Learning Walks, book scrutiny, lesson observations and student voice via the student council and questionnaires.

Students' development in RSE is monitored by the teacher through discussion and formative and summative assessment.



## Appendix 1: Curriculum Overview



Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>Growing Up</u></p> <p>Changes that students will be encountering as they grow up, including the emotional and physical changes of puberty.</p>	<p><u>Relationships</u></p> <p>Introduces healthy relationships, exploring the different relationships they are involved in and what makes them healthy.</p>	<p><u>Sex, sexuality and sexual health</u></p> <p>Introduction about the reasons why people have sex and pressures that young people may face around sexual activity.</p>	<p><u>Alcohol, tobacco and other drugs</u></p> <p>Introduction to legal and illegal drugs, why people take them, their categorisation and to make students more aware of the severity of both and detach any stigmas.</p>	<p><u>Catch up/ complete any outstanding work</u></p> <p>Often, students have sporadic attendance levels which accumulates in long periods of absence or irregular attendance which disturbs the flow of their learning. Therefore, modules may have to be extended over their scheduled term to catch up.</p>	
Year 8	<p><u>Emotional wellbeing and mental health</u></p> <p>Explores the impact of social media and the pressures young people may feel. Thus, looking at how to reduce or remove those pressures.</p>	<p><u>Healthy lifestyle</u></p> <p>Introduction to keeping healthy including oral hygiene, healthy eating, physical activity and illness protection.</p>	<p><u>Risk and safety</u></p> <p>Explore how to stay safe online, avoiding peer pressure and how to say no. Also, discuss bullying, cyberbullying and the severity of the matter.</p>	<p><u>Identity</u></p> <p>Explores the roles and responsibilities of a family. In addition, explores gender identity, stereotypes, transgender and non-binary identities.</p>	<p><u>Catch up/ complete any outstanding work.</u></p> <p>Often, students have sporadic attendance levels which accumulates in long periods of absence or irregular attendance which disturbs the flow of their learning. Therefore, modules may have to be extended over their scheduled term to catch up.</p>	





<p>Year 9</p>	<p><u>Communities</u></p> <p>Understand what a community is, purpose and what their involvement is. Also, what can negatively affect a community (prejudice, discrimination and prevent these).</p>	<p><u>Planning for the future</u></p> <p>Explores students' aspirations and future goals, both academic and in life. Also, necessary work ethic/attitude and their priorities in life.</p>	<p><u>Money and Me</u></p> <p>Manage their money effectively and understand expenditure alongside money saving tips.</p>	<p><u>Prepare for KS4/Catch up</u></p> <p>Students will have the opportunity to start the first module for their KS4 PSHE. Alternatively, if a student has had a poor attendance or has recently joined the school, it will enable time to catch up on any missed work or modules.</p>
<p>Year 10</p>	<p><u>Respectful relationships</u></p> <p>Greater depth the subject of healthy relationships, exploring the different relationships they are involved in and what makes them healthy.</p>		<p><u>Sex, sexuality and sexual health</u></p> <p>Focus on legislation around sex, safe sex, age and meaning of consent, birth and reproduction. Also, cover sexting, the law and myths and facts around contraception.</p>	<p><u>Alcohol, tobacco and other drugs</u></p> <p>Introduction to legal and illegal drugs, why people take them, their categorisation and to make students more aware of the severity of both and detach any stigmas.</p>



<p>Year 11</p>	<p style="text-align: center;"><u>Social media</u></p> <p>Explore risk and how to assess different types of risk. Also, how to stay safe online, avoiding peer pressure and how to say no. Also, discuss bullying, cyberbullying and the severity of the matter.</p>	<p style="text-align: center;"><u>Keeping safe and healthy</u></p> <p>In depth discussion on how to keep healthy including oral hygiene, healthy eating, physical activity and illness protection.</p>	<p style="text-align: center;"><u>Families and parenting</u></p> <p>In depth look into the roles and responsibilities of a family. In addition, explores gender identity, stereotypes, transgender and non-binary identities.</p>	<p style="text-align: center;"><u>Planning for the future/Catch up work/moderation</u></p> <p>Explores students' aspirations and future goals, both academic and in life. Also, necessary work ethic/attitude and their prioritises in life.</p>	
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## Appendix 2: By the end of secondary school students should know:



Topic	Students should know
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections are not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others if needed.</li> </ul>



<p>Respectful relationships (including friendships)</p>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy relationships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships</li> <li>• This includes different (non-sexual) types of relationships</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on gender, sex, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that they, in turn, should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
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<p>Online and Media</p>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<p>Being Safe</p>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>



<p>Intimate Sexual Relationships, including Sexual Health</p>	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one to one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pleasure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy, including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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### Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

To be completed by Parent/Carer			
Name of Child		Year Group	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
Parent print name			
Date			
To be completed by the school			
Agreed actions from discussion with parents			
Teacher signature			
Teacher print name			
Date			