

Cambian Dilston College

Policy and Procedure on Relationships and Sex Education (RSE).

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Reviewed By:	Marie Flatman
Staff Groups Affected:	All Staff

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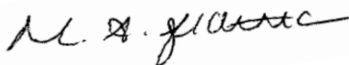
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November 2022



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November 2022

1. Monitoring and Review

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 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.

2. Purpose of the RSE policy

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

RSE aims to support young-people to learn about building positive relationships with others, including the social and emotional aspects of this, as well as physical elements. This can include; developing friendships, community contacts, online contacts and families in their many forms which reflect out diverse world. Pupils are also supported to develop positive self-esteem, respect for themselves and others, and develop healthy relationships.

This policy helps ensure that the whole college community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request. As a college which values personal development in 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 of the RSE Policy

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

The aims above are in line Cambian Dilston College's Ethos. These are the core values that underpin a future where our students are fully included and respected in society: Self-Growth, Patience, Inclusion, Respect, Interconnected and Trustworthiness.

4. Statutory Requirements

In College, we must provide RSE to all pupils 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. **Student Consultation** – we investigated what exactly students want from their RSE.
4. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

6. Definition

RSE is concerned with the emotional, social and cultural development of students. This 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

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, staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

We will ensure RSE is matched to the individual needs of each pupil.

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

1. Family relationships
2. Respectful relationships, including friendships
3. Online and media
4. Being safe
5. 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 young-people based on their home circumstances.

Teaching will include communication regarding; single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

Alongside this, education will sensitively reflect that some young-people may have a different structure of support around them. For example: looked after children or young carers.

8A. Safeguarding

Some issues may result in our young people making disclosures which will be addressed in line with the college's safeguarding policy and procedures.

Cambian Dilston College offers an open forum to discuss sensitive issues which can lead to increased safeguarding reports. Young people should be made aware of how to raise their concerns. This should include processes where they have a concern about a family member, friend or peer.

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

Cambian Dilston College ensures these requirements are met through; staff training and awareness, daily support in college to our young people, parents/carers and staff, and liaison with external agencies.

8B. Confidentiality

Staff will follow Cambian Dilston College's policy with regard to confidentiality. Young people should also 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.

8. Roles and Responsibilities

The governing board will approve the RSE policy, and hold the Head Principal accountable for its implementation.

The Head of Education 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 who have concerns about teaching RSE are encouraged to discuss this with the Head of Education.

Staff are responsible for:

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

When discussing issues related to RSE, students are expected to treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

9. Staff Training

Staff are trained on the delivery of RSE and meet on a regular basis with the PSHE Coordinator during accountability meetings.

The Head of Education and PSHE Co-Ordinator may also invite visiting speakers and support agencies in to school, such as sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

The delivery of RSE is monitored by the Head of Curriculum and PSHE Co-Ordinator through the Quality Assurance programme of learning walks, book scrutiny, lesson observations and student voice via the student council and questionnaires.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

11. Appendix 3: Learning Outcomes

Topic	Learning Outcomes
Families	<ol style="list-style-type: none"> 1. That families are important for young-people growing up because they can give love, security and stability 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for security as they grow up. 5. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 6. 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.
Caring Friendships	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<ol style="list-style-type: none"> 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. 3. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

	<ol style="list-style-type: none"> 4. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 5. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 6. The conventions of courtesy and manners. 7. The importance of self-respect and how this links to their own happiness. 8. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 9. 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. 10. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
<p>Online and Media</p>	<ol style="list-style-type: none"> 1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. 3. That people sometimes behave differently online, including by pretending to be someone they are not. 4. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 5. 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. 6. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviour, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 7. How information and data is generated, collected, shared and used online.
<p>Being Safe</p>	<ol style="list-style-type: none"> 1. 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. 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 3. How people can actively communicate and recognise consent from others, including

	<p>sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <ol style="list-style-type: none"> 4. How to recognise and report feelings of being unsafe or feeling bad about any adult. 5. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 6. That each person’s body belongs to them, and the differences between appropriate and inappropriate behaviour
<p>Intimate and Sexual Relationships, including Sexual Health</p>	<ol style="list-style-type: none"> 1. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 2. That they have a choice to delay sex or to enjoy intimacy without sex. 3. 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.
<p>Pregnancy/ST’s and Safe Sex</p>	<ol style="list-style-type: none"> 1. 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). 2. 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. 3. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 4. How the use of alcohol and drugs can lead to risky sexual behaviour. 5. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.