

<b>Local Procedure Title</b>	(RSE) Relationships and Sex Education
<b>Site</b>	<b>Coxlease School</b>
<b>ECS Policy number and title</b>	ECS 20 Relationships and Sex Education
<b>Local Procedure template reference</b>	<b>ECS LP 20</b>
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<b>Local Procedure Author(s)</b>	Laura Johnstone
<b>Local Procedure Ratification</b>	Checked and Approved by:

<p><b>1. Aim</b></p> <p>The aims of relationships and sex education (RSE) at our Coxlease School are to:</p> <ul style="list-style-type: none"> <li>➤ Provide a framework in which sensitive discussions can take place</li> <li>➤ Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene</li> <li>➤ Help pupils develop feelings of self-respect, confidence and empathy</li> <li>➤ Create a positive culture around issues of sexuality and relationships</li> <li>➤ Teach pupils the correct vocabulary to describe themselves and their bodies</li> </ul> <p>The purpose of the RSE curriculum is to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships. The policy has been guided by the advice of PSHE association.</p> <p>Documents that inform the school’s RSE policy include:</p> <ul style="list-style-type: none"> <li>○ <i>Education Act (1996)</i></li> <li>○ <i>Learning and skills Act (2000)</i></li> <li>○ <i>Education and Inspections Act (2006)</i></li> <li>○ <i>Equality Act (2010)</i></li> <li>○ <i>Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)</i></li> <li>○ <i>Keeping children safe in education (2016)</i></li> <li>○ <i>Children and social work Act (2017)</i></li> </ul>
<p><b>2.Rationale</b></p> <p>We define ‘relationships and sex education’ as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health. We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by</p>

addressing national and local health priorities. Recent NSPCC studies have also directly informed the programme. The programme also acts to protect children and young people from concerns raised through the pastoral system in school. Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection. We believe it is important to address relationships and sex education in this age group because they are considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

**3.Legislation**

We are required to teach relationships education/RSE as part of the Department of Education statutory guidance. Current regulations and guidance from the Department for Education state that from September 2020 ALL schools are required to deliver relationships education (in Primary school) and relationships and sex education (in Secondary school). The parents have the right to withdraw pupils from RSE for the aspects of sex education which are not part of the Science Curriculum.

**4.Policy Development**

This policy has been developed in consultation with staff, pupils and parents. 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 and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

**5.RSE Implementation**

Our Primary classes will focus on relationship education and Health education other than that taught within the Curriculum of Science.

RSE is then taught in the secondary unit about the emotional, social and cultural development of pupils, 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.

**6.Curriculum**

Our curriculum map is set out as seen in Appendix 1 however this may be subject to change on a need must basis, if and where applicable.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, to avoid pupils seeking further answers online.

Primary sex education will focus on the following two areas but with this being explicitly covered within Science lessons. If there is a need / desire to further extend upon this, then this will be embraced and covered within the Primary PSHE curriculum :

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## **7.Delivery**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professionals that can be used in school, on a need must basis to help support vulnerable students.

The school will ensure lessons provided are of an age-appropriate nature and relevant to the current climate of students. This will require an approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experiences. A diverse and differentiated curriculum will be essential for the pupils at Coxlease school.

High quality resources will support our RSE provision and will be regularly reviewed by the PSHE lead. A selection of resources, such as books and film clips, will be used to support and promote understanding within a moral/values context and underpin key learning objectives.

Pupils will be encouraged to reflect on their own learning and progress through class discussion, worksheets, and feedback and recap sessions.

### **Primary (KS2)**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

### **Secondary (KS3/4)**

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

For more information about our RSE curriculum, see Appendix 2

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children 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).

**Post 16**

There is not a legal requirement that PSHE / RSE to be explicitly taught to those students in Post 16. However, sex and relationships is discussed with *Talkabout* sessions. These are held once a week and alongside the relevant content, which is embedded into the curriculum. Where appropriate, individualised sessions are produced on specific topics on a need must basis, i.e. sexual harassment.

**8.Pupil Questions**

Pupils' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavor to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction. Pupils who have been withdrawn from RSE lessons may still ask questions to staff. These questions will be answered with same guidance as above. Although pupils will be encouraged to speak with their parents/carers regarding the conversation, they will not be made to. We will allow pupils to raise anonymous questions by having scheduled lessons in which students may write anonymous questions and drop them into a box. These questions will be answered during lesson time however students are also encouraged to speak with their teacher discretely after the lesson if they wish. If a pupil discloses information which is of concern with regards child protection, the procedure outlined in the *Safeguarding policy* will take place. Dialogue between the RSE team and pastoral staff will ensure that any pupils who are thought to be 'at risk' are supported through sensitive discussion of topics. Pupils are also able to take a timeout if a topic is in anyway distressing for them. They will not be made to discuss this, rather they will be offered support if wanted.

Pupil voice will be used to influence in adapting and amending planning and to tailor our RSE programme through class feedback, focus groups and pupil surveys.

**9.Roles and responsibilities**

**PSHE Lead**

The PSHE lead will be responsible for the production of this policy and to oversee the planning, delivery and assessments of RSE across the school. The PSHE lead will ensure the curriculum is kept updated on a regular basis and continue to gain professional development through CPD sessions with relevant professional bodies, such as the PSHE association.

**Class Tutors**

Class tutors will deliver pre planned RSE lessons during their scheduled PSHE lessons, ensuring that evidence of the pupils' progress is reflected in verbal feedback, written work or projects to obtain assessment progress.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

**Headteacher**

The headteacher is responsible for directing liaising with PSHE lead to ensure that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8)

**Parents & Carers**

Parents and carers will remain fully informed regarding the content of the schools RSE programme. They are encourage to work alongside the school giving relevant feedback on how they feel the PSHE programme should be delivered or topics they wish to have covered.

**Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

**10.Parents' right to withdraw**

**Primary:**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

**Secondary:**

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



**Appendix 1: By the end of primary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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 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 of 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>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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. This includes different (non-sexual) types of relationship</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 sex, gender, 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 in turn they 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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<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>
Being safe	<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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, 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 some 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>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			