



# Relationships and Sex Education Policy

## 1. Introduction

Relationship and Sex Education (RSE) is mandatory in all secondary schools. At Churchdown School Academy (CSA) the education we provide is guided by the values of integrity, resilience, respect, ambition and friendship. These values are particularly important to us as we develop the students into lifelong learners and prepare them for a life beyond school including their ability to make informed decisions about their wellbeing, health and relationships.

Our pupils are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The pupils in our school community come from diverse backgrounds, expressing a spectrum of beliefs and values. Whilst we are clear that parents and carers are the prime educators for children on many of these matters, our aim is to complement and reinforce this role, building on what pupils learn at home. At CSA RSE will be delivered primarily through the Personal, Social, Health and Economic (PSHE) curriculum. Some aspects of RSE will also be taught in the Science and RE curriculum.

All of the compulsory subject content will be age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. The curriculum will build on the knowledge acquired at Key Stage 2 and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects.

## 2. Aims

The RSE curriculum at CSA allows pupils to develop knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Through the curriculum they will develop resilience and the capacity to make sound decisions when facing risks, challenges and complex contexts. They will also develop their confidence to know how and when to ask for help, and to know where to access support.

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

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

## 3. Statutory Requirements

As a secondary school we must provide RSE to all pupils as per Section 34 of the [Children and Social Work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

At CSA we teach RSE as set out in this policy.

## 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. All relevant information including relevant national and local guidance has been reviewed by the Deputy Head
2. School staff were given the opportunity to look at the policy and make recommendations
3. Parent/carers and any interested parties were invited to consult with the school about the policy
4. Pupils were consulted to establish what they want included in their RSE
5. Once amendments were made, the policy was shared with governors and ratified

## **5. Definition**

Relationship and Sex Education (RSE) involves learning about emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health in an age appropriate and sensitive way.

RSE forms part of the PSHE curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. 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 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, 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, so they are fully informed and don't seek answers online.

## **7. Delivery of RSE**

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

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 Appendices 1 and 2. For information regarding the resources used to plan the curriculum see Appendix 4.

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).

## **Use of visitors**

There may be times when it is appropriate and beneficial to use external agencies to deliver some aspects of the RSE curriculum. When booking visitors, the following will be considered:

- a) The visitor's suitability for delivering the programme.
- b) The programme's suitability for the age groups targeted

## **Confidentiality**

Whilst the premise of RSE lessons is that discussions that take place within the classroom are confidential amongst the group, pupils will be made aware that if a disclosure is made, the school's safeguarding procedures will be followed and the DSL will be informed. At the same time pupils will be offered sensitive and appropriate support.

## **8. Roles and Responsibilities**

### **8.1 The governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### **8.2 The headteacher**

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

### **8.3 Staff**

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 aspects 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.

The Deputy Head (Pupil Wellbeing) has responsible for the implementation of the RSE curriculum RSE at CSA.

### **8.4 Pupils**

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

## **9. Parent's Right to withdraw**

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.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring Arrangements**

The delivery of RSE is monitored by the Deputy Head through:

- Planning meetings
- Learning walks
- Work scrutiny
- Data drops
- Lesson observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Deputy Head (Pupil Wellbeing) bi-annually. At every review, the policy will be approved by CSA's governing board.

## **12. Related Policies**

- Anti-bullying
- Behaviour
- British Values
- Equal Opportunities
- ICT Acceptable Use
- Safeguarding and Child Protection
- Special Educational Needs



## Appendix 1: Relationship and Sex Education Curriculum Overview

RSE is taught primarily within the PSHE education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). PSHE is delivered through the core themes of:

- Health and wellbeing
- Living in the wider world
- Relationships

Year 7	Topic	Links to other subject areas
Autumn 1	<p>In PSHE (Health and Wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Recognising positive relationships</li> </ul>	
Autumn 2	<p>In PSHE (Relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> </ul> <p>In science:</p> <ul style="list-style-type: none"> <li>• Human reproduction</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Friendships, healthy and unhealthy relationships, respect and self respect</li> <li>• Consent and personal boundaries</li> </ul> <p>External providers:</p> <ul style="list-style-type: none"> <li>• Hope – Anti-bullying</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul>	

Spring 1	<p>In PSHE (Health and Wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Healthy diet, sleep, exercise and managing stress</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Children’s Mental Health Week</li> </ul>	
Spring 2	<p>In tutor time (Headstrong) pupils will learn about:  Racism / sexism / homophobia</p>	
Summer 1	<p>In PSHE (Relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Diversity Week</li> </ul>	
Summer 2		

Year 8	Topic	
Autumn 1	<p>In PSHE (Relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Values</li> </ul>	
Autumn 2	<p>In PSHE (Living in the wider world) pupils will learn:</p> <ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Consent</li> </ul> <p>External providers:</p> <ul style="list-style-type: none"> <li>• Chelsea's Story – CSE</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul>	
Spring 1	<p>In PSHE (Health and wellbeing)pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Relationships online</li> <li>• Keeping safe online</li> </ul>	

	<p>School / National events:</p> <ul style="list-style-type: none"> <li>• Childrens Mental Health Week</li> </ul>	
Spring 2	<p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Racism / sexism / homophobia</li> </ul>	
Summer 1	<p>In PSHE (Relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Responding to peer pressure</li> <li>• Online communication</li> <li>• Consent</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Diversity Week</li> </ul>	
Summer 2	<p>In PSHE (Health and wellbeing) pupils will learn</p> <ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge myths and stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies (e.g. self harm and eating disorders)</li> <li>• about healthy coping strategies</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Image</li> <li>• Sexuality</li> </ul>	

Year 9	Topic	
Autumn 1	<p>In PSHE (Relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Managing emotions</li> </ul>	
Autumn 2	<p>In PSHE (Health and Wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>• about the relationship between physical and mental health influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul>	
Spring 1	<p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Consent</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Childrens Mental Health Week</li> </ul>	
Spring 2	<p>In PSHE (Health and Wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	

Summer 1	<p>In PSHE (Relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul> <p>In tutor time (Head Strong) pupils will learn about:</p> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Diversity Week</li> </ul>	
Summer 2	<p>In tutor time (Head Strong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Responding to peer pressure in relation to alcohol, drugs and knife crime</li> </ul>	

Pupils will have been taught all of the statutory content by the end of Key Stage 3. This will continue to be supplemented and reinforced through the tutor program and the use of external speakers in both Key stage 3 and Key Stage 4.

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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

TOPIC	PUPILS SHOULD KNOW
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>
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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## Annex 4: Suggested Resources

### Teaching resources

There are many excellent resources available, free of charge, which CSA draws upon when delivering PSHE and RSE. Each resource is assessed carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their need. PSHE and RSE teachers also draw upon the expertise of other subjects where appropriate.

Below are some of the resources that have been used to plan PSHE and RSE lessons. This is not an exhaustive list:

PSHE Association Programme of study for KS1-5

Sexwise: <https://www.sexwise.org.uk/>

Disrespect NoBody from the Home Office and Government Equalities Office.

Consent: PSHE Association lesson plans from the PSHE association.

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Rsea Above: <https://riseabove.org.uk/>

NSPCC: <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>

Young Minds: <https://youngminds.org.uk/>

Antibullying Alliance: <https://www.anti-bullyingalliance.org.uk/>

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.

Thinkuknow: <https://www.thinkuknow.co.uk/>

CEOP: <https://www.ceop.police.uk/safety-centre/>

Digital Awareness UK: <https://www.digitalawarenessuk.com/>