

# Relationships and Sex Education Policy



## The Cottesloe School

<b>Policy Type:</b>	Statutory
<b>Reviewed by:</b>	Mrs K Mulcahy (Statutory Policies Governor), Mr S Wilson (Assistant Headteacher - Behaviour & Personal Development), Mrs K Woodburn (PSHCE Lead)
<b>Date:</b>	24 May 2021
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<b>Last reviewed:</b>	New policy
<b>Next review:</b>	Summer Term 2024 (earlier any legislative change)

### Defining Relationships and Sex Education:

At The Cottesloe School we firmly believe in the need for all young people to receive high quality Relationships and Sex Education (RSE). We have integrated the compulsory elements of both RSE and Health Education into a much broader PSHCE curriculum.

*Please see the PSHCE Policy and the attached appendices for age related learning outcomes. The curriculum plan for an academic year can also be found on the school's website.*

Delivering RSE in this way provides the best context for this vital part of the school's ethos to promote wellbeing, develop positive self-image, foster positive relationships and provides a unique contribution to safeguarding our students now, in school, out of school and in their future lives. Our learning covers a wide range of aspects surrounding sexual health and relationships, as well as emotional health and wellbeing, consent, healthy relationships, sexual harassment, sexting, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and much more. Details of the statutory required outcomes can be found in Appendix 1. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations from 2019, (made under sections 34 and 35 of the Children and Social Work Act 2017), state that RSE is a compulsory educational entitlement for all students receiving secondary education in England from September 2020, with the exception of independent schools. All schools have legal duties (under the Equalities Act 2010) to ensure that they cater for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. This very much underpins all that we aim to do within our PSHCE and RSE curriculum.



This policy is written in accordance with the DfE guidance document *Sex and Relationships Education* (final version published in June 2019) which replaces the guidance documents from 2000. Although there are some changes to what is mandatory for all students there are very few changes that have been made to our current curriculum model for PSHCE and ultimately our students RSE provision.

### **Working with parents:**

It is vital that we work in partnership with all parents and carers to ensure that there is an open dialogue and that parents and carers have the opportunity to understand the content and purpose of our RSE curriculum. Parents and carers should know what is being taught at each key stage and how best to support their child/ children.

We have an open door policy for any parents/carers who wish to find out more about our schools PSHCE, RSE and Health Education provision and encourage parents and carers to make an appointment with the subject lead should the need arise. Details of the Health Education, Relationships Education and Sex Education outcomes for secondary school students are detailed in Appendix 1 of this policy. An up to date road map of curriculum content by year group is available on the school website. Each road map details what is being taught and what resources are being used in each half term.

Under the new legislation (with effect from September 2020) parents and carers do not have the right to withdraw their child/ children from the Health Education or the Relationships Education elements of the PSHCE curriculum as these are part of the statutory requirements for all students in England under the DfE guidance 2019. However, parents and carers are entitled to withdraw their child/children from designated sex education lessons. Requests for withdrawal should be put in writing for the attention of the head teacher. A meeting will be held to discuss the reasons for withdrawal between the head teacher, the head of PSHCE and the parents.

Students can ask to be included in all aspects of the RSE curriculum and essentially opt back in to designated sex education lessons in the three terms before they turn 16. The school therefore has a duty to provide sex education in one of the last three terms of a student's education.

Please see Appendix 2 which is a DfE Guide for parents about RSE in secondary schools - *Please note these are available in Arabic, Urdu and Somali if required.*

### **Ethos & Intent:**

This area of the student's broad curriculum takes into account the statutory requirements and local context of our students whilst affording space for students to acquire the knowledge and cultural capacity that they need to keep themselves safe from relevant risks such as exploitation, forced marriage and unhealthy relationships including when using the internet and social media. We aim to enable our students to thrive as individuals, family members and ultimately members of society as a whole. We leave our students vulnerable if we fail to equip them with the skills attributes and strategies to lead healthy, successful and happy lives, enabling them to be critical consumers and make safe and informed decisions both now and in their futures.

## **Aims of RSE:**

At The Cottesloe School we aim to take a positive approach to this vital part of the curriculum which does not intend to induce shock or guilt but focuses on how students can keep themselves and those around them safe and healthy.

### *RSE at The Cottesloe School:*

- Is an identifiable part of our PSHE education curriculum, which has planned, timetabled lessons across all the Key Stages.
- Provides an age appropriate curriculum that meets the needs of the new statutory requirements but also reflects our students.
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches and distancing techniques with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and sources of support both in and out of school such as the school nurse and other health and advice services, including reliable information online
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination

## **Curriculum Content:**

The aim at each key stage is to ensure that all students are equipped with the information to help them develop nurturing, healthy relationships in all aspects of their life. Our part of the students curriculum aims to help them recognise what is acceptable and be able to identify risks and dangers for themselves and those around them, seeking support from suitable and trusted sources.



RSE teaches students the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and managing on and off line relationships.

The RSE Curriculum covers content about:

- Families – to include marriage, forced marriage, domestic abuse and divorce.
- Respectful relationships – to include friendships, family, on and off line and working relationships.
- Online and media - the similarities between the online world and the physical world, exploring the impact of obsessive behaviours for example comparing themselves to others including unrealistic body expectations and relationship expectations. Using social media inappropriately for example sexting.
- Being safe from harmful online behaviours and reporting abuse or harassments to the correct authorities.
- Intimate and sexual relationships in terms of keeping themselves and those around them safe and healthy including CSE and FGM.
- Changing adolescent body – This is a statutory requirement under the Health Education Curriculum and is mandatory for all students by law. Students will learn the key facts about puberty including the menstrual cycle, the physical and emotional changes that happen during this time.

*Further details on what we are required to teach by law can be found in Appendix 1.*

### **Implementation & Resourcing:**

High quality and well delivered RSE and Health education affords our students the knowledge, strategies and attributes to make informed choices about their own health and wellbeing, keeping safe and managing challenges that they may encounter throughout their whole lives. Providing students with age appropriate, PSHCE association accredited resources gives students the opportunities to ask questions and explore issues that are real and relevant to them in a safe and managed environment, ensuring that the knowledge that they gain is factually accurate and up to date. Resources aim to inform about the law and legal rights and distinguish between fact and opinion. Lessons go beyond giving information but afford the opportunity to challenge norms and question attitudes and perceptions and is designed to be age appropriate whilst responding to the needs of our students and being sensitive in the delivery of key statutory requirements. We use a range of distancing and depersonalising techniques to facilitate discussion of sensitive issues in a safe environment and with opportunity for anonymity where necessary. Teaching RSE will include video clips, case studies, scenarios, films, documentaries, worksheets, games and on occasion guest speakers to enhance the delivery. The resources and content of all lessons are tailored to the age and maturity of the students within the group. PSHCE Association accredited resources are used to ensure high quality, relevant, safe and up to date information is given. Examples of these resources are Brook, Sex Ed Sorted, Medway, Childnet, Rise Above, Betty, DisrespectNObody, Alice Ruggles Trust and The Diana award #Mysenseofself. Further details about which resources are being used with which year group can be found on the roadmaps on the school website.

**Impact:**

The RSE content provides students with well-chosen opportunities and contexts to challenge their understanding, embed new learning, revisit knowledge and deepen their learning at each key stage within the broader PSHCE framework. The overarching concepts developed through RSE are as follows:

- Students can demonstrate knowledge of how to recognise unhealthy and potentially risky situations, and know how and where to seek support and guidance from trusted sources.
- Students are equipped with the knowledge and skills to make informed decisions and take responsibility for their health and wellbeing and have understanding of the consequences that can arise for making poor choices.
- Students are well informed to recognise the risks that they may encounter in on line relationships and are able to make safe choices and report issues responsibly.
- Students are well prepared to manage and maintain healthy working relationships in a variety of contexts throughout their whole lives.
- Students have skills to develop safe, caring and enjoyable relationships and can confidently discuss real life issues with age appropriate resourcing.
- Students have knowledge relevant to a range of relationship situations including different types of families, parenting, friendships, consent, relationship abuse, sexual abuse within and outside of relationships, sexual exploitation and grooming both on and offline.
- Students will have accurate understanding about their own bodies changing through puberty and in terms of sexual and reproductive health.
- Students will have understanding surrounding gender equality and LGBTQ+ equality, be able to challenge discrimination, negative attitudes and address gender stereotypes.
- Students will be able to reflect on their values and influences (such as peers, media, faith and culture) that may shape their attitudes to relationships and sex, nurturing respect for different views in adherence to the schools own healthy relationships agenda.
- Develop a broader understanding of concepts such as power, consent and exploitation.

**Training & Staff Responsibility:**

PSHCE and therefore RSE is taught by teachers who are well trained in all aspects of keeping children safe in education (KCSIE) and will ensure that school procedure is adhered to in the instance of a disclosure or witnessing anything they deem to pose a risk to the safety of a child. They are required to complete a range of online eLearning modules prior to teaching and have access to DfE guidance documents so that they have the most up to date and relevant understanding of key concepts covered and approaches to use. The teachers, on the whole, are the students form tutor who have therefore built a successful relationship with their group and whom knows them best.

Teachers will create a safe teaching and learning environment which uses ground rules and distanced learning activities that enables everyone to handle questions with care, sensitivity and factually accurate information/guidance.



RSE at The Cottesloe School does not aim to promote early sexual experimentation nor does it aim to promote a particular type of sexual relationship. The aim of high quality RSE is to foster a culture of respect in all types of relationships and embed a greater understanding of their own values and identity both now and in their futures.

### **Links to other subjects within the school curriculum:**

#### RSE within Religious Studies and Ethics & Philosophy:

Sex and Relationship Education appears on the curriculum for those students that opt for GCSE Religious Studies. We aim to provide an inclusive and open-minded approach to RSE within the department that facilitates students to be accepting of the diversity of relationships and contemporary approaches to family, sexuality and orientation. We also encourage students to consider how there may be different approaches and attitudes towards diverse family types; we explore possible arguments surrounding these approaches, beliefs and attitudes in a nurturing and supportive learning environment. Below is a list of content that students studying GCSE Religious Studies will engage with.

#### Sex, marriage and divorce

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

#### Families, gender equality and stereotypes

- The nature of families, including:
  - the role of parents and children
  - extended families and the nuclear family.
  - The purpose of families, including:
    - Procreation
    - stability and the protection of children
    - educating children in a faith.
  - Contemporary family issues including:
    - same-sex parents
    - polygamy
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

## **RSE in Science:**

In the Science National Programme of study the following is taught:

### *Key Stage 3:*

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

### *Key Stage 4:*

8464- AQA Combined Science: Trilogy GCSE

8461- AQA Biology GCSE

#### *Unit B3 Communicable diseases*

- Bacterial Diseases (STDs and prevention through barrier contraception)
- HIV
- Treatments of bacterial STD using antibiotics

#### *Unit B5 Homeostasis and Response*

- Hormonal control of the menstrual cycle and changing adolescent bodies.
- Sexual reproduction (Sperm and Egg), to include fertilisation.
- Human Reproduction – structure and function of organs involved.
- Contraception methods
- IVF and fertility treatments

## **Links to Other Policies:**

Anti-Bullying Policy.

Careers Guidance Policy.

Child Protection Policy.

Collective Worship Policy.

Curriculum Policy.

Drug education and Incident Management Policy.

E-Safety Policy.

Equality, Diversity and community cohesion Policy.

PSHCE Policy.

Keeping Children Safe in Education Policy.

## **Consultation Process:**

This policy has been written by Mrs K Woodburn (Head of PSHCE and Teacher of Science at The Cottesloe School) in collaboration with other subject leads within the county through forum meetings. The development of this policy included being approved in draft form by the governing board. Stage two invited key members of the school's pastoral and safeguarding team to review the policy, followed by an online questionnaire and

the opportunity to provide constructive feedback. Once this stage was complete the policy was sent out to parents for review, also with an online questionnaire. The final stage was to resubmit the full policy for final approval to the Cottesloe School governing board.

**Review:**

Once approved by governors this policy will be available on the school's website and on a shared google drive for staff. It will be reviewed in three years after that process if not subjected to any legislative changes. The content of the curriculum will be reviewed each academic year in line with the intent and ethos set out within the PSHCE policy. It is important to understand that in order to respond to the requirements of the students in the context of our school, resources and content must be regularly reviewed and updated.

Appendix 1 - legal requirements

Appendix 2 - DfE Guide for parents about RSE in secondary schools



Appendix 1 - Secondary School aged Relationships and Sex Education Outcomes as directed by DfE 2020.

Health Education (Puberty) DfE outcomes	Relationships Education DfE Outcomes	Sex Education – DfE outcomes
<p>Pupils learn about the changing adolescent body. Pupils should know:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	<p>Pupils learn about different types of relationships :</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Respectful relationships, including friendships</li> <li>• Online and media</li> <li>• Being safe</li> </ul> <p>Pupils should know ( sample from outcomes from the above ) :</p> <ul style="list-style-type: none"> <li>• recognise the different types of relationships they have in their everyday life</li> <li>• recognise and maintain positive and healthy relationships</li> <li>• recognise when a relationship is unhealthy</li> <li>• understand loving relationships and marriage and different types of relationships as they mature</li> <li>• Understand the law</li> <li>• Recognise how they are influenced by social media and peers and are taught how to resist such pressures including internet safe and access to trusted websites for their own research</li> <li>• Recognise the difference between sexual and non sexual relationships and recognise and manage changes in relationships in line with self-safeguarding and consent</li> <li>• recognise and respect different types of relationships and understand and the equalities agenda</li> <li>• know how to keep safe and recognising their bodies belong to them</li> <li>• recognise and report feelings of being unsafe or feeling bad about interactions with others</li> <li>• how to report concerns or abuse , and have the vocabulary and confidence needed to do so</li> <li>• about online risks re sharing information/personal material, viewing harmful content and the law</li> </ul>	<p><b>Intimate and sexual relationships including sexual health – pupils should know:</b></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 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 pressuring 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>





# Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

## Relationships and Sex Education

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Your child's school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

## Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.



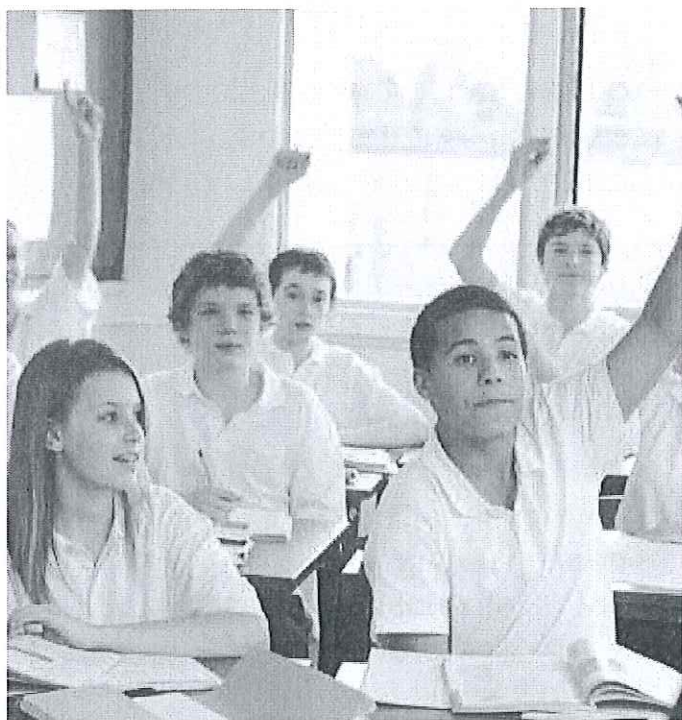
## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships, Sex and Health Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

If your child's school is planning to teach these subjects from September 2019, your right to withdraw your child from Sex Education will be governed by the current legislation and so is absolute for the 2019/20 academic year – your child cannot opt in, and the head teacher will not overrule this request. This will remain the case until September 2020, when the new subjects will become compulsory and the new right to withdraw provisions will apply.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of these new subjects, the best thing to do is speak to your child's school.