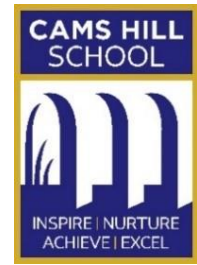


# CAMS HILL SCHOOL RELATIONSHIPS & SEX EDUCATION POLICY



## **Statutory**

Date Created: 4 November 2019

(Replacing Sex & Relationships Education Policy – created 28 March 2007)

Review Period: 2 Years

Last Reviewed: 16 November 2021

Ratified by Governors: 12 January 2022

Next Review Date: 16 November 2023

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## Relationships and Sex Education Policy (November 2021)

At Cams Hill School, Relationships and Sex Education (RSE) is a vital part of the educational entitlement of all pupils, and plays an integral part in preparing pupils for adulthood. It is recognised that parents and carers are the prime educators for children on many of these matters, and the work of the school is to complement and reinforce this role, as part of our wider responsibility to foster pupil wellbeing and develop resilience and character.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague, and a successful partner in marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Relationships and Sex Education encompasses learning about different types of relationships, including friendships, family relationships, dealing with strangers, and intimate relationships. There is a focus on how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and also how to recognise unhealthy relationships. Pupils will understand how relationships may affect health and wellbeing, including mental health, how to maintain healthy relationships and safety online. Relationships and Sex Education also delivers factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and, under the Education Act (1996), to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting the school's statutory obligations.

## Subject Content and Delivery

Coordinating RSE delivery is the responsibility of the Curriculum Leaders of Key Stage 3 PDL, and Key Stage 4 PDL and Enrichment Days, line managed by a member of SLT. Some aspects of RSE content are taught in Science, Religious Studies, English, Drama and ICT. Most aspects are taught as part of Personal, Social, Health and Economic Education (PSHE) which at Cams Hill School is part of the Personal Development Learning and Citizenship (PDLC) curriculum. PDLC is delivered in timetabled lessons during Key Stage 3, and in tutor times in Key Stage 4. This content is planned and resourced by subject teachers in relevant curriculum areas, and supported by the Curriculum Leaders of Key Stage 3 PDL, and Key Stage 4 PDL and Enrichment Days, and the SLT Line Manager. As part of the PDLC Curriculum, pupils experience four enrichment days each year, during which some RSE content will be delivered. This is provided by tutors, visiting speakers and a team of RSE teachers in the school. Relationships and Sex Education at secondary school builds on what is covered at primary school.

The subject content of Relationships and Sex Education is mapped out through the PDLC Curriculum Map alongside the subject curriculum map for the whole school.

By the end their secondary education, 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>
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> </ul>

	<ul style="list-style-type: none"> <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>
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 and menopause.</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>

### Monitoring and Evaluation

Those topics which are taught in discrete PDL lessons, or through enrichment days, will be monitored and evaluated by the Curriculum Leaders of Key Stage 3 PDL, and Key Stage 4 PDL and Enrichment Days, and the SLT Line Manager, with the support of Year Teams, designated Relationships and Sex Education teachers and the SENDCo. Monitoring will be used to ensure that the required topics are being delivered in a way which is appropriate to the age and ability of pupils. Topics delivered through other lessons will

be monitored using the whole school monitoring of Teaching for Learning by Curriculum Leaders and SLT. The efficacy of the RSE delivered will be evaluated by the Curriculum Leaders of Key Stage 3 PDL, and Key Stage 4 PDL and Enrichment Days, and the SLT Line Manager through a range of means, drawing on information from monitoring visits and pupil voice, as well as subject audits.

## Parental Right to Withdraw Pupils from Sex Education

As part of Cams Hill School's commitment to working closely with parents and carers, parent/carer views will be sought on a regular basis regarding the content and delivery of Relationships and Sex Education as part of the wider remit of the PDLC curriculum. It is hoped that this partnership between the school and parents/carers will ensure the successful participation of all pupils in all aspects of Relationships and Sex Education.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any requests should be addressed in writing to the SLT Line Manager for PDL, outlining clearly the reason for withdrawal. Before granting any request, the Headteacher or SLT Line Manager for PDL should discuss the request with parents/carers and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A discussion should be held between the parent/carer and the SLT Line Manager for PDL and the Curriculum Leader of Key Stage 3 PDL or the Curriculum Leader of Key Stage 4 PDL and Enrichment Days to ensure that the pupil continues to receive relationships education. A record will be kept of all pupils who are withdrawn from sex education and the reasons for this. Except in exceptional circumstances, the school should respect the parent/carer's request to withdraw the child from sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education. Pupils will not be withdrawn from education delivered as part of the statutory Science curriculum.

## Accessibility of Content

As part of the Cams Hill School's requirement to comply with relevant requirements of the Equality Act 2010, the school must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. As such, the school will make reasonable adjustments for pupils where the need arises.

Curriculum Leaders of Key Stage 3 PDL, and Key Stage 4 PDL and Enrichment Days will work closely with the SENDCo to ensure that all pupils are able to access the Relationships and Sex Education programme. Where needed, some content may be delivered in separate sessions or at a different time, appropriate to the needs of individual pupils as identified by the school, in cooperation with parents/carers.

Relationships and Sex Education is planned and delivered taking into account the religious background of all pupils. Roughly 50% of Cams Hill School pupils report having 'no religion', and the majority of the remaining pupils are from Christian traditions. It is to be noted that the purpose of Relationships and Sex Education is to equip pupils to make informed decisions on safe and appropriate relationships, and reflects British Law. The Religious Studies GCSE curriculum examines the faith perspectives on human sexuality, contraception, cohabitation and sex before marriage.

The PDLC Coordinator will also work closely with the Designated Safeguarding Lead to identify individuals or groups of pupils who may be in need of particular interventions with regards to Relationships and Sex Education. These interventions will be planned jointly by the Curriculum Leaders of Key Stage 3 PDL, and Key Stage 4 PDL and Enrichment Days, and relevant DSL.

## Links with Other Policies

This policy links to the following policies and procedures:

- Child Protection Policy
- Curriculum Policy
- Equality and Diversity Policy
- ICT Policy
- Online Safety Policy
- Special Educational Needs Policy
- Personal Development Learning and Guidance Policy
- Safeguarding Policy
- Visiting Speaker Policy
- The Role of the Tutor and Tutor Base Expectations