

<b>CAMBOURNE VILLAGE COLLEGE: RELATIONSHIPS AND SEX EDUCATION POLICY</b>	
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### **Section 1 - The Context of Our RSE Policy**

#### **a) Rationale**

The purpose of relationships and sex education at Cambourne Village College is to educate all of our pupils in these areas which will, in turn, continue to foster the safety of our community. This means that pupils can grow, learn, and develop positive, healthy behaviours while preparing for the opportunities, responsibilities and experiences of later life. We view this vital education as a partnership between home and school, providing the opportunity for pupils to learn about

relationships and sex education and leading them to be able to understand and foster healthy relationships.

Our RSE curriculum aims is to give our pupils the information they need to help them to develop and maintain healthy, nurturing, respectful and committed relationships of all kinds, not just intimate relationships. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. It covers contraception, developing intimate relationships and both resisting and not applying pressure to have sex. It teaches what is acceptable and unacceptable behaviour in relationships with the aim of understanding the positive effects that good relationships have on mental wellbeing and identifying when relationships are not right and how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build their confidence and self-esteem and to understand the reasons for delaying sexual activity. Effective RSE also supports people throughout life to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

## **b) The Wider Agenda**

Current regulations and guidance from the Department for Education state that all secondary schools must deliver RSE. We deliver RSE as part of our Personal Social, Health and Economic (PSHE) education curriculum, both during PSHE lessons and in broader pastoral contexts, which also includes statutory Health Education. Other areas of our work, such as teaching about fundamental British Values, are also relevant to our teaching in RSE.

The parental right to withdraw pupils from RSE remains for aspects of RSE which the school defines as sex education.

Documents that inform our RSE policy include:

- Relationships Education, RSE and Health Education (DfE, 2019)
- Education and Inspections Act (Gov UK, 2006)
- Equality Act (Gov UK, 2010)
- Children and Social Work Act (Gov UK, 2017)
- Sexual violence and sexual harassment between children in schools and colleges (Gov UK, 2018)
- Internet safety Strategy Green Paper (Gov UK, 2018)
- Programme of Study for PSHE Education (PSHE Association, 2020)
- Keeping Children Safe in Education including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse (DfE, Sept 2023)
- Shhh....No Talking (Terrance Higgins Trust, 2016)
- Education for a Connected World Framework (Gov UK, 2020)

## **Section 2 - Our RSE Policy**

### **a) Policy Introduction**

This policy covers the approach of Cambourne Village College to the delivery of relationships and sex education for all pupils. It has been produced by the Head of PSHE through consultation with the parent and pupil body, the pastoral team, school governors and professional colleagues. It was discussed and put forward for consultation by the Governors in December 2023.

RSE at Cambourne Village College will be delivered within an ethos of honesty, trust, respect and care. We appreciate that whilst values cannot be imposed, our pupils can be equipped with the skills necessary to consider other people's values whilst developing their own. We understand that our school environment must complement our RSE curriculum provision for it to positively affect students' behaviour and attitudes. We endeavour to ensure that all adults in school act as positive role models for our students. All will take steps to ensure that our responses to all behaviours based on disrespect, ignorance, prejudice, fear or hatred and associated behaviour issues are addressed consistently, in line with our Behaviour Policy and Anti-bullying Policy. We may carry out activities to improve or reflect on our school environment in relation to the experience of students, using pupil voice groups and other evidence generated by students.

Our RSE policy is set in the wider context of our school values and ethos, within which we seek to:

- Promote a healthy, safe and caring learning environment for all pupils and staff
- Provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs
- Promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community
- Prepare our pupils to engage confidently with the challenges of adult life
- Help our pupils to learn to respect themselves and others and move confidently from childhood, through adolescence, into adulthood
- Develop interpersonal and communication skills to support them when relationships are good or when they are difficult
- Create a wider awareness of religious and moral values and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of RSE: PSHE, Safeguarding and Child Protection; Pupil Discipline and Behaviour; Anti-Bullying; Equality and Diversity. This RSE Policy will be made available to staff, parents and governors in their policy folders on the school network and via links from the school website. This policy is consistent with current national legislation (Education Act 2002 and Academies Act 2010). It is also consistent with current national guidance 'Sex and Relationship Education Guidance'. Our Policy reflects the statutory status of RSE, as described in the Children and Social Work Bill 2017. Our Policy also reflects recommendations from OFSTED, the PSHE association and the Sex Education Forum.

We believe that provision of high quality RSE supports us in our duty to promote pupil wellbeing, our responsibilities for safeguarding (including the requirement to be alert to signs of risk of Female Genital Mutilation, and the prevention of Child sexual exploitation), as well as our duty to ensure that teaching is accessible to all pupils.

## **b) Aims for our RSE curriculum**

We have a responsibility and opportunity to support our pupils in developing mature and understanding attitudes towards relationships and sex. RSE is part of a young person's broad, balanced curriculum, and part of our pupils' all-round development. We believe that RSE will support our pupils in developing strong, positive, and stable relationships whilst promoting respect and compassion for themselves and all others.

We will work towards achieving the following RSE aims for our pupils:

- To develop and explore personal values and a moral framework to guide decisions and behaviour
- To respect themselves and others, their views, backgrounds, cultures and experiences
- To develop relationships based on mutual respect
- To challenge discrimination and prejudice in society and to promote equal opportunities
- To ensure pupils feel prepared for the physical and emotional aspects of pubertal change
- To develop pupils' communication and social skills so that they can develop positive relationships and friendships with others
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment and to develop pupils' confidence to talk, listen and think about their feelings and relationships
- To help pupils to recognise the value of different types of family life, the implications of parenthood and the needs of the very young
- To ensure there is no stigmatisation of children based on their different home circumstances.
- To promote inclusion and eliminate discrimination
- To encourage children to recognise the value of intimacy in loving and caring relationships
- To provide opportunities for pupils to examine their own values and those of other people
- To encourage effective communication about relationships and sexual matters between children, their parents/carers, family and friends
- To set the physical aspects of relationships and sex education within a moral, values-based framework
- To explore the role of trust in healthy relationships
- To be able to confidently name the parts of the body and understand the process of human reproduction
- To understand the reasons for and benefits of delaying sexual activity
- To recognise and avoid exploitative, coercive and controlling relationships
- To explore and confidently discuss issues and develop skills relating to consent in different relationships
- To explore their own values and attitudes towards gender identity
- To value, care for and respect their own bodies
- To develop their skills and knowledge to access advice and support from local services
- To present facts in an objective and balanced manner to enable pupils to comprehend a range of sexual behaviour in society and to understand the influence of the media
- To develop pupils' awareness of the law as it relates to sexual behaviour
- To give children essential skills to keep themselves safe online and offline and to recognise when something is risky or unsafe
- To meet the school's safeguarding obligations.

### **c) Delivering Our RSE Curriculum**

We recognise that good RSE is only possible in the context of the provision of excellent PSHE. Some of our aims for RSE will be covered through broader PSHE, some through specific RSE provision and some through other subject areas and enrichment.

Our RSE Curriculum (see appendix A) is wholly consistent with the National Curriculum (2014), DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the new statutory status of RSE. We will review our curriculum regularly, as the guidance on statutory RSE is developed.

#### **c)i) Delivery structure**

We will primarily use the PSHE Association Resources to map out our provision in RSE. We consider RSE to be a continuous process of learning, which begins well before pupils enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group and will revisit topics at suitable intersections throughout pupils' time at Cambourne Village College. We recognise that all adults in our school have a part to play in supporting the delivery of RSE. The objectives of the RSE Curriculum will mainly be taught in PSHE through designated lessons in KS3 and KS4 although we are aware of the need for a whole school approach and other curriculum areas, especially science, computing, English, RPE and PE will also deliver content. In addition, there will also be a range of enrichment activities where RSE areas will be covered, especially during our assembly programme, guest speaker and drama group programme, pastoral provision, targeted support for vulnerable young people and social skills groups. Elements may also arise during involvement in school trips and adventurous activities and activities carried out as part of our development as a health promoting school.

RSE is learning about:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships including sexual health

Our curriculum for PSHE does not separate delivery of RSE from Health Education and wider PSHE. We deliver content which, taking the lead from student's lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Health Relationships, including anti-bullying
- Relationships and Sex Education
- Safety and risk
- Rights and responsibilities
- Identity, diversity and community

Specific lessons and Units of Work on RSE are planned into our teaching programme in every year group. The curriculum will primarily be delivered by PSHE teachers. Those delivering RSE will have responsibility for assessing pupils' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Head of PSHE. We will describe our RSE curriculum as part of our wider provision for PSHE on the school website, thus complying with our statutory duty to publish our school curriculum online.

Throughout KS3 and 4, our pupils will consider respectful relationships, including friendships. They will study age-appropriate content about physical aspects of sexual relationships, their own emotions and how to manage them, and social aspects of sexual relationships, such as positive and negative influences from friends. We will consider the teachings of different religions about family and marriage and the right of people to make these choices and live their lives according to these beliefs as well as other types of relationships with adults of the same or different sex, and the law that a person in the UK may marry the person of their choice regardless of that person's sex and, if they wish, bring up children together. We will consider a diversity of families and relationships in our society and the need to respect the rights of other people to enter into relationships which may be different, or those of the faith or community we identify with. Alongside this, pupils will be taught that all bullying, including prejudiced related bullying, or discrimination, is wrong and must be reported if it occurs. Our RSE provision 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.

In KS3, pupils will receive guidance on naming parts of the body and during Year 7 the PANTS Underwear Rules, as widely taught in primary schools, will be recapped: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

The issues of Female Genital Mutilation (FGM), Child Sexual Exploitation and breast ironing will be introduced in an age-appropriate format. Healthy and unhealthy relationships, developing self-worth, consent and pressures in relationships will all be covered. Typical concerns of pupils of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development and menstruation. They will be provided with reliable information about physical changes associated with puberty. Ideas about gender identity and sexual orientation will be introduced.

During Year 9, pupils will begin to consider how people make decisions about whether to have sex and whether to delay their first sexual encounters. At this age they are often interested in the levels of sexual activity amongst their own and older peers and will be given factual information about these questions (In Cambridgeshire only 3% (and at Cambourne only 2%) of Year 8 and 9 pupils say they have ever had sex: HRBS 2022)). By this age, pupils will be more likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess their sources for reliability. Pupils will be given the opportunity to ask questions in a safe and controlled environment. They will explore conflict and conflict resolution, readiness and consent and assessing risks. Sexually Transmitted Infections (STIs) and the use of protection will be covered. Issues including online relationships and the fact that online pornography misrepresents and distorts all kinds of relationships and sex, including for LGBT people will be addressed.

In KS4 pupils will revisit themes addressed in earlier years, but in new detail as their experiences have widened. Topics covered are behaviours and relationships including relationship types, ways of responding to pressure to have sex, what to expect of a partner and how to communicate and negotiate with them. Sexuality, anatomy, hygiene and protection will all be expanded on. Information

about contraception, sexual health and how to access services will feature in both KS4 year groups and be supported by the Terrance Higgins Trust. The topic of consent will be re-covered, as well as information regarding talking to parents about sexual activity. Pupils by this stage are ready to explore information about the potential negative aspects of relationships and sexual activity, including sexual violence, abuse, harassment and domestic and physical abuse. Drug use and links to negative relationships will be discussed. Derogatory language will be explained. This age group can be exposed to difficult online content and the need to understand that this does not often reflect real life will be further developed from Year 9. Studies have shown that most young people in this age group will not have had sex; most wait until they are (HRBS 2016) and that teaching RSE does not encourage sexual experimentation, but instead often leads to later experimentation which young people regret less and leads to young people being more likely to use protection (the PSHE association).

We understand that at times pupils will benefit from varying methods of delivering the RSE curriculum. We will take opportunities to ask pupils about their preferred methods of delivery. We will use our team to deliver RSE at a pace best suited to children with SEN or those who have been identified as in need of a slower approach. We may invite external visitors who can make links with services relevant to young people and who can add detail or a little distance, complementary to our in-house provision. We will ensure there are positive educational reasons for each method of delivery we choose.

When sensitive issues are approaching in PSHE lessons, teachers will be asked to forewarn pupils so that they can discuss concerns with their teacher, the Head of PSHE, member of the pastoral team and/ or parents or guardians.

### **c)ii) Assessing, Recording and Reporting**

We have the same high expectations of the quality of pupils' work in RSE as in all other subjects. RSE will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Lessons at the beginning of topics will include formative assessment activities. The Head of PSHE will ask staff to reflect on the effectiveness of learning in particular units of work.

We will use a class record book to record baseline assessments, whole class discussions and group work in PSHE which will include RSE content and be kept throughout pupils' time at Cambourne Village College, to show their development and progress.

### **c)iii) Resource use**

A range of resources will be used for the delivery of our RSE curriculum, all of which will be carefully selected and evaluated before using them. These will include a range of audio- visual materials and literature. We will select resources which:

- are consistent with our curriculum for RSE
- relate to the aims and objectives of this policy
- are inclusive of LGBTQ pupils and provide a balanced view of sexual relationships
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the pupils
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show unfair bias

- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

#### **c)iv) Staff training**

A small number of the teaching staff deliver PSHE lessons to each year group, overseen by the Head of PSHE. We recognise that our RSE programme is best delivered through well-trained and confident teachers. In order to feel confident and to be able to deliver accurate and appropriate subject information, members of staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering our curriculum for RSE.

We will encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors or other skilled practitioners.

Staff who deliver the Year 9 and 10 curriculums where the main units of RSE education are included will be provided with additional training on these topics. They will be supported in learning to answer age- appropriate and group-appropriate questions in a sensitive way and always encouraged to seek further guidance from the Head of PSHE where required.

#### **c)v) Use of Visitors to Support RSE**

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We may invite external visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met. We will follow this Code of Practice when working with visitors:

- Before visitors are invited in, we will question how they will add to our PSHE and (if relevant and appropriate) RSE curriculum and move it forwards for our pupils
- The care and management of pupils is the responsibility of the school at all times. Good classroom management skills are essential to the success of our RSE programme
- In class teaching situations, visitors will not be asked to work alone with pupils but will be supported by a member of staff
- The school will know whether visitors are DBS checked and will accompany them as appropriate
- All visitors will be made aware of the content and principles of this policy, prior to their visit
- All lessons will be planned in direct liaison with the Head of PSHE, taking account of the age and needs of the group and the context of the work within the RSE programme
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, visitors must adhere to the same confidentiality code as staff members
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Head of PSHE beforehand
- The contributions of visitors will be regularly monitored and evaluated.



### **c)vi) Wider school environment**

We understand that our school environment needs to complement our provision of RSE if pupils' skills and attitudes are to be positively influenced. We constantly strive to ensure that our responses to homophobia, transphobia, sexual harassment and associated behaviour issues are addressed consistently, in line with our Pupil Discipline and Behaviour and Anti-bullying Policies, and always look to educate pupils as part of our response.

We will involve pupils in the evaluation and development of their RSE and the wider school environment in ways appropriate to their age. We will encourage pupils to ask questions as they arise and we will consult pupils (e.g. through the Student Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

### **d) Safe and effective practice**

For RSE to be effective, it is essential that it is taught in an emotionally literate, safe, age-appropriate environment. To ensure that teachers establish a safe, non-judgemental learning environment, ground rules will be put in place so that all adults and pupils are confident that they are being respected. Specific ground rules will be established at the beginning of any RSE work regarding appropriate use of language, the discussion of and answering of personal questions, confidentiality and strategies for accessing information.

During the teaching of RSE, sensitive and potentially difficult issues and questions arise. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, if it is appropriate to do so in a sensitive and age-appropriate manner, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the Head of PSHE. In both Year 9 and Year 11, when the majority of the RSE curriculum is delivered, pupils will have the opportunity to raise questions anonymously in a controlled environment which will be answered if it is appropriate to do so in a sensitive and age-appropriate manner. Most questions will be relevant to the lesson content and pupils should not feel penalised or censored for asking sensible or relevant questions, even if they are occasionally awkward.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. We will employ teaching and learning strategies which enable pupils to discuss issues without disclosing personal experience. For example, we will use fiction, case studies, audio-visual materials and theatre in education to enable children to share ideas and opinions. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the Designated Person for Child Protection (DPCP) in line with the school Safeguarding and Child Protection policy.

### **d)i) Inclusion**

We will ensure that the learning of RSE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and Disabilities by delivering it in a range of full class and smaller

group settings. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We understand that students with SEND have as much right to receive the whole RSE curriculum as other students.

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all pupils. We understand that a proportion of our pupils will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We understand that our provision must meet their needs and recognise that all pupils will learn more about healthy relationships if RSE is fully inclusive. We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering RSE. It is essential that our RSE teaching is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM). We ensure our RSE provision fosters gender equality and LGBTQ equality and we value the difference amongst our pupils and their families and, in addressing different views and beliefs, seek to promote respect and understanding.

We will teach about RSE themes relevant to all, using examples of different sexual orientations, gender identities, lifestyles and faith backgrounds. We have a duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs. We will accept and celebrate difference, enabling young people to question respectfully their views and those of others. We will encourage respect and positive communication and discourage abuse and exploitation. We will not ask pupils to represent the views of a particular religious or cultural group, sexual orientation or gender identity to their peers, unless they choose to do so.

In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible. We will offer single-sex groups where cultural or religious views make students and their families feel uncomfortable in mixed-sex groups. Where teaching in single-sex groups is requested, the needs and wishes of trans/non-binary students will be taken into account when making a decision about grouping.

#### **d)ii) Confidentiality**

In our school we have a clear and explicit Information Sharing Policy, which is shared with staff, pupils and parents/carers. All policies are available to parents via the school's website. The policy states that:

- Staff are unable to offer absolute confidentiality in line with our Safeguarding and Child Protection Policy
- We will reassure pupils that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm
- Pupils will be told if information is to be shared (unless the pupil has significant special needs which would make this inappropriate) and will be offered appropriate support
- There are circumstances when confidentiality may not be upheld e.g. when female genital mutilation or child sexual exploitation is suspected. See our Safeguarding and Child Protection Policy for further details.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to pupils than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Information Sharing Policy. Teachers and Health professionals will ensure that children are aware of the different boundaries of confidentiality when beginning work with them.

#### **d)iii) Safeguarding and Child Protection**

We believe that high quality RSE enables pupils to understand about unsafe and abusive relationships and enables them to develop the skills and attitudes they need to keep themselves safe. Along with Ofsted, the NSPCC and Sex Education Forum, we believe that high quality RSE is a major component of our approach to ensuring that safeguarding is effective in our school.

We recognise that because effective RSE may alert students to the nature of abusive, coercive or non-consensual relationships, there is an increased possibility of disclosures. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the DPLP immediately.

If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- *All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this*
- *We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services*
- *Pupils seeking support will be given clear information about where contraception and sexual health advice may be accessed. Pupils whose parents have withdrawn them from RSE (outside National Curriculum for Science) will also be offered this information*
- *Careful judgements will be made as to whether the sexual activity is a child protection matter.*

If the pupil is 12 years old or younger, sexual activity will always be referred to the DPLP. If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative, they will log a concern according to our Safeguarding and Child Protection procedures and refer to the DPLP.

We offer guidance for all our staff to support their decisions relating to disclosure. The DPLP will lead in this. Visitors and external agencies will be informed of safeguarding protocols and will not be left unsupervised when working with pupils.

#### **e) Responsibilities**

We regard it as the shared responsibility of all adults working in school to respond appropriately to a student's request for information and advice. All members of staff are encouraged to access support from colleagues where necessary. The RSE curriculum will primarily be delivered by PSHE teachers all of whom will have read this policy and be given support to ensure they feel confident on the content

identified for teaching. Those delivering RSE will have responsibility for assessing pupils' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Head of PSHE.

The Head of PSHE is responsible for being up-to-date with the Statutory Guidance, reviewing and evaluating the RSE provision and reporting findings to the Senior Leadership Group and governors when required. Staff will be assisted in their planning and delivery of RSE by the Head of PSHE who will support with lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan training to meet staff needs and liaise with visitors who support the RSE curriculum.

We understand that parents and carers may find it difficult to talk to their children about sex and relationships although research shows that young people appreciate the foundations of relationship education coming from their parents, carers and families, with school and other adults building on this later. With this in mind, we ask that parents and carers undertake conversations with their children about key areas of sex and relationships, including, for example, the areas of fertility and contraception; values and beliefs including tolerance and appreciation of difference; the communication skills needed to develop and maintain healthy relationships; emotions and feelings, including promoting positive feelings such as empowerment and self-respect.

Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Head of PSHE and the Senior Leadership Group.

#### **f) Governors**

This policy describes the governors' views on how RSE will be delivered. It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the needs of the community, having consulted with parents/carers and other community members. It is the responsibility of governors to ensure that the Policy is made available to parents. In order to facilitate this process, the RSE Policy will appear annually on the agenda of a governors' meeting. The Policy is available to parents/carers via the school website.

#### **g) Working with Parents and Carers**

We are committed to working in partnership with parents and carers and recognise the key role this relationship plays in supporting pupils through the emotional and physical aspects of growing up and forming healthy relationships. We will consult parents and carers on the RSE Policy and take their views into account when it is being reviewed. We aim to provide supportive information about parents'/carers' roles in RSE and to invite parents to discuss their views and concerns about RSE on an informal basis if they wish to do so.

As part of our whole school approach to RSE, the curriculum used to teach PSHE and specifically RSE will be available via our website. More detailed teaching materials are available on request. We will notify parents when specific Relationships and Sex Education will be taught via School Post. Parents will also be informed about this policy through School Post. This policy will be made available to parents on request and via the school website.

Parents and guardians currently have the right to withdraw their children from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science or statutory RSE for secondary pupils. The school will make appropriate alternative arrangements for pupils during the lessons they are withdrawn from. Any parent or carer who wishes to withdraw their child should, in the first instance, contact Lucy Durrant, Head of PSHE, to discuss this matter.

## **h) Our Definition of Sex Education**

Following guidance from the DfE, we have considered the elements of our RSE curriculum from which parents may request to withdraw their child. These elements will be defined as ‘sex education’.

We recognise that most students will not differentiate between Science, RSE, ‘sex education’ or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as ‘sex education’.

As a starting point we have compared the statutory Science Curriculum with the statutory RSE curriculum and identified which topics appear in both. Any aspects of statutory RSE, appearing in the ‘Intimate and Sexual Relationships’ section, which are not included in Science were considered in this process. We also took into account aspects of human sexual experience and response, sexual feelings and choices and influences relating to sexual activity which we feel are important to meet the needs of our students in addition to the statutory requirements for RSE.

As a result, these are the areas of learning from the DfE Guidance which, in our school, are defined as ‘sex education’:

- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- 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).

### **h) i) Delivery of the areas defined as ‘Sex Education’**

‘Sex Education’ will be delivered as part of PSHE. The content we have collectively defined as ‘sex education’ will not be taught as a separate subject, but it will be blocked into one theme to facilitate the right of parents to request withdrawal.

### **h) ii) Right to be excused from Sex Education (commonly ‘the right to withdraw’)**

Parents have the right to request that their child be excused from some or all of the areas we have collectively defined as ‘sex education’ delivered as part of statutory RSE. Before granting any such request the Head of PSHE will discuss the request with parents (and if appropriate with the student) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the student of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the student to receive the content we have defined as 'sex education' at school (e.g. same sex teacher, same sex teaching group). Other compromises may be made for families with concerns outside our defined area of 'sex education' E.g. if a family prefers sexual body parts to be discussed in a single-sex group or by a same sex teacher, it may be possible, through discussion and compromise, to make arrangements for the student to receive their statutory entitlement in a single-sex group with a same-sex teacher. We will offer support to parents/carers who wish to deliver 'sex education' content at home. If a pupil is excused from 'sex education', we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

This decision will stand until three terms before the student turns 16. At this point, the student may request to receive 'sex education'. We will notify the student that they may opt back into sex education if they wish to. They will be entitled to receive the 'sex education' from which they were previously withdrawn. The school will ensure that they receive this in at least one of the three terms before their 16th birthday. We will work closely with the student to ensure that their needs are fully met.

#### **i) Reviewing Our RSE Policy**

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the SLG, the Head of PSHE, pupils and parents/carers to inform judgements about its effectiveness. This policy will be reviewed every 18 months by the Head of PSHE to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

This Policy will be formally reviewed every three years.

The next review will take place December 2026.

## Section 3 - Appendices

### a) Our RSE Curriculum

Our RSE curriculum aims to provide clear progression from what is taught in primary school in Relationships Education. We strive to achieve a balance of four key elements of sex and relationship education, all with a focus on how knowledge supports mental-wellbeing and self-respect:

#### 1. Knowledge

The mechanics of sex, including biological aspects; fertility, pregnancy and reproduction; contraception, abortion and sexually transmitted infections; puberty; information about sexual behaviour; sexuality; the law.

#### 2. Values and Beliefs

Exploration of values and beliefs and how we are affected by them; appreciation of difference, tolerance and openness.; the relevance of this knowledge to our own lives and community.

#### 3. Skills

Communication and personal skills necessary to develop and maintain relationships and make informed choices and decisions regarding sexual health and emotional wellbeing e.g. assertion, negotiation.

#### 4. Emotions and Feelings

Understanding the effects that emotions have; promoting positive feelings such as empowerment and self-respect. Dispelling negative feelings, for example, fear, shame and embarrassment. Understanding appropriate expression of feelings.

Topics and topic aims for each year group are listed below. For a detailed plan of when schemes of work are delivered, please refer to our PSHE policy.

### **KS3**

#### **Year 7**

RSE topics:

- PANTS
- Puberty
- Menstrual cycles
- Healthy and unhealthy relationships
- Online safety
- Personal safety

#### **Year 8**

RSE topics:

- Managing influences
- Gender identity and sexual orientation

- Challenging discrimination
- Privacy
- Consent
- Online protection

## Year 9

RSE topics:

- Families, parenting and long-term relationships
- Conflict and conflict resolution
- Managing relationship changes
- Readiness and consent
- Contraception
- Pornography
- Online safety
- Age-appropriate behaviours

KS3 RSE aims that pupils know and understand:

- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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); how to seek help or advice, including reporting concerns about others, if needed
- The characteristics of positive and healthy friendships, in all contexts including online, such as:
  - 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
- Practical steps to take in a range of different contexts to improve or support respectful relationships
- That in school and in wider society, pupils can expect to be treated with respect by others, and that in turn they should show due respect to others, including to people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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.
- The law regarding consent, including the age of consent
- That the use of alcohol and drugs can lead to risky sexual behaviour



- About different types of committed, stable relationships
- How relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its legal status – for example, 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
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships, including civil partnerships
- How stereotypes, in particular those based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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
- That aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including recognising peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- 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)
- How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- That specifically sexually explicit material, for example 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
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online
- The legal provisions of marriage
- The law regarding consent, including the age of consent
- The law regarding online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)

- The laws regarding pornography, abortion, sexuality and gender identity, hate crime, female genital mutilation (FGM)
- 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
- 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.

## **KS4**

### **Year 10**

RSE topics:

- Relationship values
- Sexuality, gender and relationships
- Online relationships
- Pornography
- Respect and equality
- Misinformation
- Challenging discrimination

### **Year 11**

RSE topics:

- Gender identity, gender expression and sexual orientation
- Communication
- Handling unwanted attention
- Abuse in relationships
- Families
- Fertility, pregnancy and parenthood
- Bereavement

KS4 RSE aims that pupils know and understand:

- The law regarding extremism and radicalisation
- The law regarding violence and exploitation by gangs
- The law regarding violence against women and girls
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and how these can affect current and future relationships
- 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
- 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), how to seek help or advice, including reporting concerns about others, if needed.

- The law regarding consent, including the age of consent
- The law regarding online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- The law regarding pornography
- On-line 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
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- How to articulate what to do and where to get support to report material or manage issues online

The impact of viewing harmful content

- That specifically sexually explicit material, for example 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
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online
- That the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.