



Sex and Relationships Education Policy

Reviewed:	November 2020
Review Schedule:	3-years
Next review Date:	November 2023
Responsibility:	Curriculum, Learning & Teaching Committee
Owner	Paul Sutton & Nicola Bennett

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RSE POLICY

Rationale

Clyst Vale Community College is a mixed comprehensive school of around 800 students. During the ages of 11 and 18 there are significant physical and emotional changes that students will go through. Often this time can be very challenging for students and they are subjected to a wide range of influences from peers, family and the media, which includes images and impressions of sex and relationships. In particular students are growing up in an ever increasingly interconnected world where they are seamlessly living their lives both on and off line. This means that relationships are changing and presents students with challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

We define RSE as-

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). PSHE Association. RSE will be taught through C42 / CPS as an integrated single topic and we will prioritise effective delivery of the content. Relationship and Sex education will not therefore be artificially separated into different topic areas.

We believe that RSE is as important for our school and our pupils because as a Rights Respecting School we value our student's abilities to be able to develop respectful relationships, this is central to everything that we do. We also value each of our students as individuals and feel it is vital that they can grow in an environment where they feel that they are valued. We feel that students should be able to develop their personal identities and we ensure our RSE curriculum fosters gender equality and LGBT+ equality by questioning the stereotypes that students see within society and the media. We will ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum.

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

We believe relationships and sex education is important for our pupils and our school because we want to prepare students to enter into healthy relationships and be able to recognise characteristics of relationships which are unhealthy both on and offline.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by working closely with students to ensure that they can access the curriculum and using resources which have been adapted to be used with students who have a similar level of emotional understanding. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We view the partnership of home and school as vital in providing the context in which we teach about relationships.

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools' safeguarding obligations.
- 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 SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The intended outcomes of our programme are that pupils will:

know and understand...

- What a healthy and unhealthy relationship look like and recognise different types of relationships,
- What is acceptable and unacceptable in relationships.
- That there are different genders, sexualities and family structures (LGBTQ)
- The positive impact healthy relationships have on mental health.
- What safe sex means and how to make decisions about contraception.
- The facts and the law about sex, sexuality, sexual health and gender identity are.
- What is meant by the age of consent, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Grooming, sexual exploitation and domestic abuse are, including coercive and controlling behaviour.
- The physical and emotional damage caused by female genital mutilation (FGM).
- Internet safety in relationship means and pupils should be taught the rules and principles for keeping safe online.
- About sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes

understand they have a right to...

- Be in a healthy relationship where they feel valued and respected.
- Content that is relevant to them and their developing sexuality.
- An equal opportunity to explore the features of stable and healthy same sex relationships. (LGBTQ)
- Voice their own opinion on RSE.

understand they have a responsibility to....

- End relationships which are not healthy.
- Treat people with the same respect they would want.
- Know and follow the law which applies to RSE.

develop the skills of....

- Self-respect and respect for others.
- Resilience.
- Empathy for other people points of view.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.

Roles and Responsibility

The Governing body are ultimately responsible for the RSE policy and have been involved in the development of the new policy and ensuring that we teach to the new framework. The Headteacher is responsible for ensuring pupils receive good quality RSE that meets statutory requirements.

The C42 lead is responsible for ensuring that the materials used are age appropriate and have been fully reviewed. Guidance from the PSHE association should be sought when ensuring that the materials are appropriate and ideally obtain the quality assurance mark. Teachers of individual classes are responsible for ensuring that the students are taught accurate information in a way that enables them to access the content. Common misconceptions should be tackled in a supportive way enabling the students to access the information they require. Safeguarding of students should always be taken into account when teaching students RSE. The parents and carers are responsible for ensuring that they have read the policy and contact the school should there be any concerns.

Staff can use the PSHE association membership to keep up to date with the guidelines and teaching strategies which will enable them to successfully teach RSE. The PSHE lead will liaise with other schools and organisations where appropriate to share good practice and training opportunities.

The C42 lead will manage and administer the programme and this will be supported by a team of C42 teachers. Some content may also be delivered in Deep Learning Days and within the tutor programme. Support will be available through our pastoral support system as well as school counsellors and the school nurse who is available for a drop in advice service. Students viewpoints will be sought through student voice and working groups.

Student voice and Clyst Vale Community College quality assurance is used to review the impact and effectiveness of the program.

Legislation (statutory regulations and guidance)

As a secondary academy we are required to provide RSE to all pupils as per section 34 of the Children and Social work act 2017. We are required to teach relationships education/RSE as part of Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships and sex education (in secondary schools). This guidance replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed three years from first required teaching (September 2020) and every three years after that point.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

Current regulations and guidance from the Department for Education state that parents can use their right to be excused from sex education (commonly referred to as the right to withdraw)-

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Any requests will be documented and a record will be kept by the school.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, 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.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

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.

• **The RSE policy supports/complements the following policies-** Teaching and learning, assessment, monitoring, recording, Course 42, equal opportunities and diversity, health and safety, gifted and talented, Special Needs and safeguarding policies.

• **Documents that inform the school's RSE policy include:**

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum Design-

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. This will form an integral part of the C42 provision in KS3 and CPS in KS4.

RSE is organised so that the topic areas are age appropriate and there will be equal emphasis on both online and offline relationships. The topic areas will be adapted to ensure that the needs of the students are met. This will be done in liaison with Heads of School and local police data and intelligence as well as information from the school nursing team.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including; role play, group and class discussion, online programs, student led research, developing understanding of term terms through regular quizzes and specialist workshops. Lessons are differentiated by the PSHE staff to ensure that all learners can access and benefit from the PSHE curriculum.

Students are encouraged to reflect on their own learning and progress by completing assessment tasks on teams to assess their understanding of key terminology. They will also complete assessment activities within units to assess their learning and progress.

Topics which will be covered see appendix 1-

Confidentiality and safeguarding work in the context of RSE lessons

Students will be made aware through the C42 rules that lessons are not a place to discuss their personal experiences and issues. Scenarios will be used in order to ensure students can discuss issues in a non-personal but relevant manner. If students raise a safeguarding concern the teacher will follow the schools safeguarding policy and report the disclosure or concern.

Any visitor into the school will also be bound to the schools policy on safeguarding and confidentiality and will be made aware of this. They will be fully supervised by a member of staff from the school to ensure they follow the safeguarding protocol. SLT will be informed of any visitors who are invited into lessons and the purpose of the visit.

Engaging stakeholders

The role of parents in the development of their children's understanding about relationships is vital as they are the first to teach children. Parents will be informed of the policy through the school newsletter and the policy will be available on the school website. We will also ensure that the content of the curriculum is accessible to the parents and that they are given every opportunity to understand the purpose and content of Relationship Education and RSE. Any concerns that parents raise will be dealt with in a timely manner.

Student voice will be used to gauge the effectiveness of the delivery of the RSE programme. This will enable us to review and tailor our RSE programme to match the needs of the students.

Monitoring, reporting and evaluation

In cross-curricular meetings the staff will critically reflect on the delivery of the RSE programme. This will enable the programme to be adapted and changed over time and review the resources that we have used and their effectiveness.

External visitors and agencies will be reviewed through questionnaires and self-assessment activities that the students complete.

RSE policy review date- November 2023

Appendix 1-

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 2 Relationships	<p>Building healthy relationships- friendship focus</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • how to form and maintain positive friendships • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • qualities and behaviours in a positive relationship • active listening, clear communication, negotiation and compromise • about consent, and how to seek and assertively communicate • consent- friendship focus 	<p><u>Medway Public Health Directorate – Relationships and Sex Education</u></p> <p><u>NSPCC - Making sense of relationships</u></p> <p><u>RiseAbove – Forming positive relationships</u></p>
Spring 1 LWW	<p>Valuing Diversity- (BV Links)</p> <p>Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41</p>	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • unacceptability of prejudice based language and behaviour on and off line- sexism, homophobia, biphobia, transphobia, racism, ableism and faith based prejudice. • how to respond to bullying of any kind, including online • how to support others 	<p><u>RiseAbove – Bullying and cyberbullying</u></p> <p><u>Childnet – Crossing the line</u></p>

Year 8	Topic	In this unit of work, students learn...	Resources
Autumn 2 Relationships	<p>Discrimination (BV)</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination • What are protected characteristics? 	<p>GEO - Anti-homophobic, biphobic and transphobic</p> <p>bullying project</p> <p>Dimensions - #ImwithSam</p> <p>Stonewall - Fit</p>
Summer 1 Relationships	<p>Relationships and family</p> <p>Structure of family</p> <p>What is a healthy relationship?</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about forced marriage and FGM • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	<p>Cumbria Council - Tackling homelessness</p> <p>Coram Life Education – Adoptables Schools Toolkit</p> <p>GEO - Anti-homophobic, biphobic and transphobic</p> <p>bullying project</p>

Year 9	Topic	In this unit of work, students learn...	Resources
Spring 2 Relationships	<p>Exploring relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', FGM</p> <p>PoS refs: R4, R5, R10, R16, R18, R24, R25, R26, R27, R28, R29, R30,</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • to gauge readiness for sexual intimacy • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image 	<p><u>PSHE Association - Teaching about consent</u></p> <p><u>Medway Public Health Directorate – Relationships and Sex Education</u></p> <p><u>NSPCC - Making sense of relationships</u></p> <p><u>GEO - Anti-homophobic, biphobic and transphobic</u></p>
Relationships	<p>Introducing Intimate relationships</p> <p>Pressure to have sex, Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21, H35, H36</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	<p><u>PSHE Association - Teaching about consent</u></p> <p><u>Medway Public Health Directorate – Relationships and Sex Education</u></p> <p><u>Home Office & GEO - Disrespect NoBody</u></p> <p><u>NSPCC - Making sense of relationships</u></p> <p><u>BBFC- Making choices: sex, relationships and age ratings</u></p>

YEAR 10 — CPS

<p>Spring</p>	<p>Relationship challenges and abuse, assertive communication</p> <p>R1,R3,R12</p> <p>R28,R29,R30,R31,R32</p>	<p>To understand the importance of developing healthy and respectful relationships with sexual and romantic partners.(R1)</p> <ul style="list-style-type: none"> • how to communicate assertively • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support • how to assess emergency and non-emergency situations and contact appropriate services • To understand how to end an intimate relationship. 	<p>Movember - Happier, healthier, longer</p> <p>British Red Cross – First Aid</p> <p>British Heart Foundation – Call Push Rescue</p> <p>NaCTSO - Run, hide, tell</p> <p>Teenage Cancer Trust – What is cancer?</p> <p>Coppafeel! – Breat cancer awareness</p>
	<p>Sexual Health and Pornography</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R2,R7, R8, R11, R12, R18,R22, R24,</p> <p>R27, R28, R29, R30, R31, R32, R33,</p> <p>R34, L21, H27, H28, H26</p>	<ul style="list-style-type: none"> • Role of pleasure in an intimate relationship including orgasm • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to • consent • about STIs, effective use of condoms and negotiating safer sex 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>NSPCC -Making sense of relationships</p>

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| | | <ul style="list-style-type: none">• about the consequences of unprotected sex, including pregnancy• how the portrayal of relationships in the media and pornography might affect expectations• about the additional pressures on relationships which occur due to media influence including watching pornography.• how to assess and manage risks of sending, sharing or passing on sexual images• how to secure personal information online | |
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Year 11 CPS

<p>Autumn 1</p>	<p>Relationships R4, R24,R25, R26, R27</p>	<ul style="list-style-type: none">• 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• Parenthood- implications of unplanned pregnancy• To learn about the readiness for parenthood and the implications of becoming a young parent including the option of abortion.• about the options open to people who are not able to conceive• about abortion, including the current legal position and the range of beliefs and opinions about it• the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support• parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)• the reasons why parents choose to adopt/foster or to place children for adoption/fostering	
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| | | <ul style="list-style-type: none">• that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age• the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances• about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement | |
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