



# **Relationship and Sex Education Policy**

**September 2022 to June 2023**



<b>Approved by:</b>	Principal / SLT	<b>Date:</b> 31.08.22
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## 1. Aims

The aims of Relationships and Sex Education (RSE) at our College are to:

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

## 2. Statutory requirements

As a fully registered Independent School we are required to provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

### **3. Policy development**

The viewpoints of our staff, students and outside professional presenters have been canvassed in the development of this policy. Views of parents / carers / guardians are also welcomed and taken into account.

This policy is reviewed annually.

All student feedback and undertaken is taken termly.

Compulsory School Age (CSA) students receive an additional questionnaire to complete at the end of the entire PSHE programme.

We use a variety of outside professionals to deliver key components of this policy and welcome input from outside professional bodies.

This policy is on our website and parents may email [patricia.brown@ctc.ac.uk](mailto:patricia.brown@ctc.ac.uk) with any queries, viewpoints or general comments.

### **4. Definition**

CTC considers that:

- RSE is about the emotional, social and cultural development of young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

### **5. Curriculum**

Our general RSE curriculum is set out as per Appendix 1, however, we may need to adapt it as and when necessary.

We review the curriculum in consultation with students, outside professionals, Government guidance, current affairs and issues, taking into account the age, developmental stage, needs and feelings of our students.

If students ask questions outside the scope of this policy, colleagues will respond in an appropriate manner so that students are fully informed as far as possible, or are signposted to the appropriate places where accurate help, support and information can be obtained.

## **6. Delivery of Relationship and Sex Education (RSE)**

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum.

The curriculum is fully accessible to all students, i.e. for those whose first language is not English as well as for those who have any special educational needs.

For the CSA students, the additional Biological aspects of RSE are taught by CTC Science tutors in line with the GCSE Biology curriculum.

Religious Education is also incorporated in the yearly PSHE plan.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of young people will relate to them
- Is sensitive to all students' experiences
- During lessons, ensure students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Ensure students learn about these topics in an environment that's feels right for them
- Students are informed in advance about the nature of some of the compulsory and non compulsory components, or of a topic may be relevant or sensitive to them i.e. bereavement / abuse / family issues etc

- It some cases we will consider delivery of this topic on a 1:1 basis or one of the below
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- We are mindful of the cultural diversity of our student population and give advance notification as necessary
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support young people in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency or external professional presenter and any materials used are appropriate and in line with our legal duties around political impartiality.

The College remains responsible for what is said to our students.

This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The College will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with young people's developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)

- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- If felt necessary, ask to see in advance any materials that the agency may use, or speak to other people the agency / professional has worked with
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind any colleagues present that they can say "no" or, in extreme cases, stop a session
- The College will not under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The Governing Body (at CTC this is the Trust Council)**

The Trust Council has delegated the approval and implementation of this policy to Principal and Senior Leadership Team.

### **8.2 The Principal**

The Principal is responsible for managing requests to withdraw any student from the non-statutory/non-science components of RSE (see section 9).

### **8.3 Staff**

Staff involved in the delivery of RSE are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

The majority of the PSHE curriculum is delivered by outside professional speakers, however, the following colleagues are involved with delivering some aspects of the curriculum:

Elizabeth Slater	Head of Biology
Patricia Brown	SLT / DSL and Head of Student Welfare

#### **8.4 Students**

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

#### **9. Parents' right to withdraw**

Parents have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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

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

#### **10. Training**

Experienced colleagues are engaged in the delivery of RSE and are welcome to engage in appropriate CPD or request the input or training from external organisations or other professionals.

#### **11. Monitoring arrangements**

The delivery of RSE is monitored by Patricia Brown in her capacity of SLT and Head of Student Welfare through:

- Student feedback questionnaires at the end of their course (CSA students)
- Termly feedback for all students via their Personal Tutor (personal tutor form)
- End of Term reports, for all students, (via the personal tutor using questionnaires based on each term's work.)

*This policy will be reviewed by P M Brown SLT / DSL / Head of Student Welfare at the end of the academic year and approved by the Principal and SLT*

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	OUTLINE OF THEME AND TOPICS	RESOURCES
All Years	Autumn Term	General Safety Keeping Safe in a Variety of Situations Healthy Eating and Awareness Physical Fitness and its Importance Awareness of National and Local Issues Global Issues and their Impact UK Laws on ranges of Issues Drugs, Alcohol, Smoking, Vaping, Prescription Medication Sex Education for the CSA	Specialist outside presenters Some in house delivery
All Years	Spring Term	First Aid – Including basic skills and CPD / Use of AED Religious Tolerance and Understanding Prevent, Hate Crime, Democracy Social Media – Use and Abuse, scams, grooming Bullying and Cyberbullying Families – the importance of the family Different Family Relationships Unsafe, Unhealthy Relationships Imitate Relationships and Being Safe in Different Situations Mental Health and Well-being Coping with Loss	Specialist outside presenters Some in house delivery



YEAR GROUP	TERM	OUTLINE OF THEME AND TOPICS	RESOURCES
All Years	Summer Term	Tolerance of Others Homophobia Misogynistic Behaviour Financial Management Keeping Safe on Line – scams	Specialist outside presenters Some in house delivery

## Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS 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>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
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>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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