

OUR VISION

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Relationships & Sex Education Policy

Approved by:	Local Governing Body	Approved Date:	October 2019
Review Date:	July 2020		
Links			
Staff responsible	VP Personal Development, Behaviour and attitudes		

In this statement parent refers to anyone with legal responsibility for a young person.

What is RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. (Sex Education Forum, Understanding Sex and Relationships Education, London: National Children's Bureau, 2010)

Aims

Cockshut Hill School aims to;

- create an environment in which our students can be offered appropriate teaching about relationships and sex and where they have the confidence to question and seek answers to queries
- assist young people to prepare for adult life by supporting them through their physical, emotional and moral development
- help students to understand and respect themselves and others
- recognise that the decisions about when to begin a relationship are complex and may have to be discussed with appropriate adults
- Equip our students with the necessary skills and knowledge in order to negotiate consent within a range of relationships.
- ensure students are aware of the protections and responsibilities afforded to them by the Equalities Act 2010.

Relationships and Sex Education is based on respect for self and others. It is taught with due regard to moral and legal considerations and recognises the values of family life and supportive relationships. The objectives are to enable students to:-

- generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment, but which respects people's rights not to enter into discussion,
- develop knowledge, skills and understanding in order to facilitate personal decision-making,
- understand the impact of external factors such as the media, internet, peer groups and remain independent responsible decision-makers,
- develop the ability to form positive, non-exploitative relationships,
- be aware of personal, psychological, emotional and physical changes in themselves and others,
- understand the process of human reproduction,

- emphasise the roles and the values of family life, and the importance of a stable relationship in supporting children,
- know what is and what is not legal in matters relating to sexual activity,
- obtain further information and advice.

Government Guidance and Right to Withdrawal

Currently parents have the right to withdraw their children from aspects of RSE that are taught within the ASPIRE curriculum at Cockshut Hill. It is good practice that this decision will be discussed with parents.

From 2020 this will change and the guidance states:

“Right to be excused from sex education (commonly referred to as the right to withdraw)

45. 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/Principal 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. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the DRAFT 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. 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.”

(Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance 2019)

Curriculum

At Cockshut Hill RSE is taught through the ASPIRE Curriculum. The content of this course is written taking into account guidance from the PSHE Association. In the main lessons are taught by the pupil’s form tutors with support from specialists where required.

Year 7

Topic	Link to PSHE Association Health (H) and Relationship (R) Themes
Your Body Changes	H7. to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
Positive Identity	H1. to recognise their personal strengths and how this affects their selfconfidence and self-esteem H4. to understand that self-esteem can change with personal circumstances,

	<p>such as those associated with family and friendships, achievements and employment</p> <p>H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;</p>
LGBT- Then and Now	<p>R24. about the difference between assigned/biological sex, gender identity and sexual orientation</p> <p>R25. to recognise that there is diversity in sexual attraction and developing sexuality</p> <p>R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</p>
Managing Friendships	<p>R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>R13. To understand the importance of friendship and to begin to consider love and sexual relationships in this context</p>

Year 8

Types of Relationships	<p>R4. to explore the range of positive qualities people bring to relationships</p> <p>R5. that relationships can cause strong feelings and emotions (including sexual attraction)</p> <p>R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p> <p>R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p>
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Year 9

Young People and Social Media	<p>H18. how the media portrays young people; to recognise its possible impact on body image and health issues</p> <p>H19. that identity is affected by a range of factors, including the media and a positive sense of self</p> <p>R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships</p>
Sexual Exploitation	<p>R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected</p> <p>R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</p> <p>R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</p>
Long Term Relationships	<p>R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</p>

	<p>R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable</p> <p>R11. the roles and responsibilities of parents, carers and children in families</p>
Contraception	<p>H11. about the use of contraception, including the condom and pill; to negotiate condom use</p> <p>R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships</p> <p>R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances</p>
STI's	<p>H12. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs</p> <p>R22. about the risks related to unprotected sex</p>
LGBT - Homophobic Bullying	<p>R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so</p> <p>R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p>R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them</p>
Healthy Relationships	<p>R14. to understand what expectations might be of having a girl/boyfriend</p> <p>R15. to consider different levels of intimacy and their consequences</p> <p>R16. to acknowledge and respect the right not to have intimate relationships until ready</p> <p>R17. about readiness for sex and the benefits of delaying sexual activity</p> <p>R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected</p> <p>R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</p> <p>R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</p>

Year 10

Your Mind - Managing Emotions	<p>H3. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing</p> <p>H4. The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</p>
Health Choices	<p>H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk</p>

	<p>H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons</p> <p>H12. how to recognise and follow health and safety procedures</p> <p>H18. about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS</p>
Teenage Pregnancy	<p>H8. how lifestyle choices affect a developing foetus</p> <p>R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3</p> <p>R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)</p> <p>R25. about abortion, including the current legal position and the range of beliefs and opinions about it</p> <p>R26. 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</p> <p>R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age</p> <p>R28. about the options open to people who are not able to conceive</p>
Sex and the Media	<p>H10. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes</p> <p>R14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</p>
LGBT	<p>R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>
Sex and Consent	<p>R15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</p> <p>R16. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R17. to understand the pernicious influence of gender double standards and victim-blaming</p> <p>R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>R21. to assess readiness for sex</p>
Sexting	<p>R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)</p> <p>L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks</p>

Year 11

Parenting Skills and Family Life	R4. parenting skills and qualities and their central importance to family life
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	(including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding) R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering
Positive Use of Social Media	L6. how social media can offer opportunities to engage with a wide variety of views on different issues L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
Relationships - the next stages	R1. strategies to manage strong emotions and feelings R2. the characteristics and benefits of positive, strong, supportive, equal relationships R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other R5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk. R6. managing changes in personal relationships including the ending of relationships
Domestic Violence	R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support R8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3 R9. about the impact of domestic abuse (including sources of help and support)
Staying Safe	H6. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services) H7. how to take increased responsibility for maintaining and monitoring their own health

Evaluation

- Students and staff will undertake an evaluation of students understanding at the end of each lesson.
- At appropriate points surveys will be undertaken with a cross section of students and parents.
- Feedback will be used in considering curriculum development.
- Students, parents, staff and appropriate others will be involved in reviewing this policy.