



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

Relationships and Sex Education Policy (RSE)

Person responsible for policy: Deputy Headteacher – Quality of Education

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THE CHERWELL SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

From September 2020 it will be a compulsory requirement in all schools to teach relationships and sex education. This policy is informed by the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance which was published in June 2019. Details of this guidance can be found at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Purpose

The Cherwell School is committed to providing a full and balanced curriculum and to developing a caring and responsible attitude in students. The school believes that relationship and sex education should lead to the development of understanding and attitudes which prepare students to view all their relationships in a positive, responsible and healthy manner.

Parents and carers are the prime educators for children on many of these matters. The Cherwell School seeks to complement and reinforce this role, building on what pupils learn at home as an important part of delivering a good education and to shape the curriculum according to the needs of our pupils and communities.

Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. We want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society

Aims of Sex and Relationships Education

The school's programme aims to:

- Present facts in an objective, balanced and sensitive manner
- Be set within a clear framework of values and an awareness of the law on sexual behaviour and relationships
- Acknowledge the role of the family, the value of family life, marriage/partnership and the responsibilities of parenthood
- Help students to develop self-esteem and make informed decisions by considering the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity
- Recognise that people choose not to have sex for a variety of legitimate reasons
- Encourage students to recognise the physical, emotional and moral implications and risks of certain types of behaviour
- Develop a positive and healthy attitude to personal relationships (including in relation to consent)
- Help students develop an understanding of laws relating to sex and relationship issues

Method of teaching

Students will be taught RSE in a range of lessons within Social Wellbeing, citizenship, computing, PE, science, and food technology. Some content will also be taught in drop down days where external speakers or our school health



nurse will lead sessions on individual topic areas. Our team of specialist teachers have worked hard to ensure that the curriculum is taught in a way that is appropriate to the age of students; for example, Year 7 work on relationships focuses on positive friendships.

As part of the National Curriculum in Science students are taught about reproduction in plants and animals, including human beings. This unit takes place in Year 7 and lasts for 12 lessons. In Year 9, as part of the genetics module, students are taught about fertilization and the development of the foetus and facts relating to miscarriage.

All other key aspects of sex education are delivered through the Social Wellbeing programme. These lessons are taught by the Social Wellbeing team who have experience of dealing with a range of issues in a sensitive way. The key strands of work within the department are as follows:

Year 7 – Changing Nature of Relationships (including same-sex relationships), informed consent as linked to friendships.

Year 8 - Emotional aspects of puberty and growing up (including a look at body image linked with the media and the Internet), informed consent.

Year 9 - Understanding sexual relationships, sexual health and pregnancy.

Year 10 and 11– Emotional aspects of sex, peer pressure and a detailed look at sexual health.

Year 12 and 13 – Age-appropriate sex and relationships information, advice and guidance as part of the weekly social wellbeing sessions.

The pastoral system of the school provides further support and our School Health Nurse, Counsellors and other visiting speakers add to the provision. The School Health Nurse runs a weekly drop-in service which offers support to Y10-13 students on all aspects of sexual health as well as providing condoms and testing for pregnancy and Chlamydia and emergency contraception. When the need arises we also run bespoke courses in small groups for students considered to be at risk. The School Nurse will always advise that students talk to their parents about these important issues but the confidential nature of her work means that Parents and Carers will not always be told.

Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents will have a key role to play in educating students in many of the areas covered within the RSE curriculum. Working with parents to enable a genuine partnership with the school is a key element of our approach and we are committed to connecting parents with information and resources to enable their input to complement teaching from within school. The important lessons parents teach their child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons parents teach their child as they grow up. The PTA has also established a support group to enable parent-teacher collaboration with RSE

We consider the RSE programme to be a very important part of preparation for life. Parents have the right to withdraw their children from the non-scientific components of sex education (only) 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. Any requests for withdrawal should be put in writing to the headteacher, who will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.



Use of this policy

The school will ensure that all staff understand and support the purpose and aims of the Relationships and Sex Education Policy, and that they are also aware of their professional role and responsibilities as determined by current legislation.

Selected resources, materials and external agencies used to deliver the sex education programme operate within the context of the school's guidelines and the Relationships and Sex Education Policy. The school policy statements are supported by detailed schemes of work and resources which are available for inspection on request.

Appendix 1 (below) includes the statutory content for RSE which will be covered across KS3 and KS4. Further detail of the outline of when elements of the curriculum are taught can be found on our website and details of drop down days are published to year groups once we have confirmation of outside speakers. We ensure that all outside guests are briefed on this policy and the aims and approaches of the school in RSE.



Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● 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 ● 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 ● 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● 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) ● 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 ● 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
Online and media	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● 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



	<ul style="list-style-type: none"> ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● 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 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 ● 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
Being safe	<ul style="list-style-type: none"> ● 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● 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 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 ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● 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 ● 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/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How 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