



Relationships and Sex Education Policy

Status	Approved	Approval	Full Governing Body
Maintenance	Full Governing Body	Role(s) responsible	Headteacher
Date Effective	September 2022	Date of last review	July 2024
Date of next review	September 2025	Date withdrawn	Not withdrawn.
Lead Professional	Assistant Headteacher Deputy Headteacher	Location of policy	www.coltonhills.co.uk

COLTON HILLS COMMUNITY SCHOOL

Contents

1. Aims	1
2. Statutory requirements.....	2
3. Policy development	2
4. Definition	3
5. Curriculum	3
6. Delivery of RSE.....	3
7. Roles and responsibilities.....	3
8. Parents’ right to withdraw	4
9. Training	4
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map	5
Appendix 2: By the end of secondary school pupils should know.....	8
Appendix 3: Parent form: withdrawal from sex education within RSE.....	11

1. Aims



Relationships and Sex Education Policy

The aims of relationships and sex education (RSE) at our school are to:

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

Colton Hills is a diverse, inner-city school catering for students from a wide range of backgrounds and cultures. Our curriculum is underpinned by a dedicated PSHE curriculum which seeks to prepare our students for adult life effectively. We do this by arming them with the skills and information necessary to take their place in the wider world, and to achieve the aims of our school development plan.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per 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 must also have regard to our 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.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified



4. Definition

RSE is about the emotional, social and cultural development of pupils, 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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 ensure 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, 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).

7. Roles and responsibilities

7.1 The governing board

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.



7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The RSE curriculum is the responsibility of the Curriculum Leader for PSHE, who is currently Miss C Buckle.

The teachers who deliver the RSE curriculum are a variety of qualified teachers from across the school, as the curriculum model dictates.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 on our school website, and the letter is returned to Miss C Buckle.

A copy of withdrawal requests will be placed in the pupil's educational record. The Curriculum Leader will discuss the request with parents and take appropriate action, informing the Headteacher of exemptions for each year. Alternative arrangements will be made by Curriculum Leader, and alternative work will be given to pupils who are withdrawn from sex education.

9. Training



Relationships and Sex Education Policy

Staff are offered training and support on the delivery of RSE and it is included in our continuing professional development calendar. Resources are shared ahead of time, and the Curriculum Leader can support on particularly challenging topics, or replacement staff can be found where specialist knowledge is required.

The PSHE co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Curriculum Leader for PSHE, Year Teams and the SLT through:

- Climate Checks including book looks.
- Student Voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Deputy Headteacher (Curriculum). At every review, the policy will be approved by the Full Governing Body as part of their policy review process.

Appendix 1: Curriculum map

Relationships and sex education key questions

YEAR GROUP	KEY QUESTIONS
Year 7	<ul style="list-style-type: none"> • What is puberty and what physical, and emotional changes take place during it? • What is the difference between a healthy and unhealthy relationship? • What is Domestic Violence and what are the signs of it? • What is consent and why is it important in a relationship? • What is FGM and why does it happen?
Year 8	<ul style="list-style-type: none"> • How do I recognise and respond to inappropriate and unwanted contact? • What is consent and why is it important to gain consent? • What is sexting and what are the dangers of it? • What is grooming and what are the signs of it? • How are young people criminally exploited? • What are the benefits and risks of using social media sites? • What contraceptives can I use to protect me in a sexual relationship? • What other methods of contraception are available to use? • What are the risks of having unprotected sex?



Relationships and Sex Education Policy

YEAR GROUP	KEY QUESTIONS
Year 9	<ul style="list-style-type: none">• What is an unhealthy relationship and what are the signs I am in one?• Why do relationships break down and what impact can this have on young people?• What is domestic abuse and what are the different types?• What impact can domestic abuse have on young people?• What situations could a person not be capable of giving consent?• How does the portrayal of relationships in the media and pornography affect our expectations in relationships?• What is sexting and how are young people pressured into doing it?• What different types of families are there, and does it matter what kind of family I have?• What long term commitments can people make when they are in a relationship?• What is the difference between an arranged marriage and a forced marriage?• What qualities are needed to become a good parent?• What is the role and responsibilities of children in a family?• Why do relationships break down and what impact can this have on young people?• What expectations should I have during a romantic relationship?• How can I manage sexual feelings in a romantic relationship?• How do I know if I am ready to have sex?• What could the consequences of having unprotected sex be?• What are STIs and how can I prevent myself from getting them?
Year 10	<ul style="list-style-type: none">• What are the legal, emotional and social consequences of sharing sexual images?• What pressures are there on young people to have sex?• What situations could a person not have the capability to give consent to having sex?• What is coercive control and what are the signs of it?• What is sexual harassment and what are the different types of it?



Relationships and Sex Education Policy

YEAR GROUP	KEY QUESTIONS
Year 11	<ul style="list-style-type: none">• How can I keep myself safe whilst having sex?• What do I need to do if I think I have an STI?• What is Revenge Porn and what are the consequences of it?• What is up skirting and what are the consequences of doing it?• What different long-term commitments are available to couples?• What is the difference between an arranged marriage and a forced marriage?• What type of families do we have and what are the healthy features of a family?• What responsibilities do I need to be a parent?• What options does a person have if they discover they are pregnant?• What is fertility and what factors can affect it?• What emotions may a person experience during the loss of a baby during pregnancy or childbirth?

Appendix 2: 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



Relationships and Sex Education Policy

TOPIC	PUPILS SHOULD KNOW
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• 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

TOPIC	PUPILS SHOULD KNOW
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



Relationships and Sex Education Policy

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 SCHOOL	
Agreed actions from discussion with parents	