

Relationships and Sex Education Policy

Cherry Tree Learning Centre



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1. Aims

The aims of relationships and sex education (RSE) at Cherry Tree Learning Centre (CTLC) 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
- Allow pupils to feel emotional secure and safe have an understanding of their place in the world
- Teach and uphold the values of the Trust

At CTLC we believe that 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, exploring issues and values and is not about the promotion of sexual activity. We view the partnership of home and school as vital in providing the context of discussing and promoting awareness of RSE education as we want pupils to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts. We want our pupils to be independent but consider others, acting responsibly, safely and sensitively so that both they and wider society benefit.

RSE, as part of the PSHE education curriculum, is vital to the development of the young people in our school. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers, and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum.

2. Location and Dissemination

This policy document is freely available on request to the entire school community. The policy is referred to in relevant areas of the curriculum and is included within the PSHE curriculum map which is published on the school website. A copy of the policy can be found on the CTLC's website.

3. Statutory requirements

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships and sex education. Health Education is compulsory in all schools except independent schools.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression we have mapped a curriculum which caters for all aspects of the statutory Relationships, Sex and Health Education.

Documents that inform this RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in Education – Statutory safeguarding guidance (2016)
- Relationships and Sex Education RSE Secondary- Statutory Guidance July (2019)

This policy covers the school's approach to Relationships and Sex Education It has been completed through consultation with key stakeholders including senior management, governors and trustees.

At Cherry Tree we teach RSE as set out in this policy.

4. Rational

We define 'relationships and sex education' as learning about physical, moral and emotional development that pupils need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. The programme also acts to protect children and young people from concerns raised through the pastoral system in school.

Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

We believe it is important to address relationships and sex education in this age group because they are considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

5. The Values we will promote

Our RSE curriculum promotes the British values of The Rule of Law, Individual Liberty, Mutual Respect and Tolerance. In this way our programme values the qualities of stable relationships, marriage and family life, without bias to any particular family structure. In addition to teaching and upholding the values of the Trust. RSE is not about the promotion of sexual activity.

6. 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

7. 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.

8. Delivery of RSE

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

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

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

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).

9. The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls

- online behaviours including image and information sharing (including ‘sexting’, youth produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)

10. The intended learning outcomes

To ensure progression and a spiral curriculum, we use a variety of bespoke and innovative resources which have been designed to cater for pupil needs with support from the PSHE Association, Loud Mouth Theatre Company and the School of Sexuality Education to ensure that PSHE meets the requirements of the DfE guidance on Relationship, Sex and Health Education.

As a school community, we are committed to working in partnership with parents/carers, an overview of content taught during RSE lessons is contained in a road map which can be accessed via our website. If parents would like to see the resources used in lessons, including those used by outside organisations they are invited to contact school.

The guidance states that by the end of secondary school

	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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships including friendships	<p>The characteristics of positive and healthy friendships, in all contexts including online, such as:</p> <ul style="list-style-type: none"> • trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict • reconciliation and ending relationships, this includes different (nonsexual) 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 (for example, 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

	<ul style="list-style-type: none"> ● 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, for example 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, for example 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 and menopause ● 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 and 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

By the end of Key Stage 3

Pupils will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions

- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Pupils will know and understand:

- That fertilisation in humans is the fusion of the male and female cell
- The physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health
- How the media influences understanding and attitudes towards sexual health
- How good relationships can promote mental wellbeing
- The law relating to sexual behaviour of young people
- A range of sources of advice and support
- About when and where to get help, such as genito-urinary medicine clinics

Pupils will have considered:

- The benefits of sexual behaviour within a committed relationship
- How self-concept affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in relationships

By the end of Key Stage 4

Pupils will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values

- Make informed choices about the pattern of their lifestyle which promote wellbeing
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves
- Recognise attributes of positive and negative relationships

Pupils will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans
- How HIV and other sexually transmitted infections affect the body
- The risks of early sexual activity and the link with the use of alcohol
- The link between eating disorders and self-image and sexual identity
- How different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values, those of their family and of society
- How to respond appropriately within a range of social relationships
- The qualities of good parenting and its value to family life
- How to access the statutory and voluntary agencies which support relationships in crisis
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment

Pupils will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others. Please note some of these outcomes will be achieved through the Science curriculum.

11. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The Head Teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory

7.3 Staff

- Components of RSE (see section 8).
- 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-statutory

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 head teacher.

Mrs Claire Lawson is the teacher with responsibility for the leading and teaching RSE

7.4 Pupils

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

12. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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 head teacher.

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

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

13. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head teacher 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.

14. Monitoring arrangements

The delivery of RSE is monitored by the head and deputy through:

Book trawls, lesson observations, learning walks and planning scrutinises

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

This policy will be reviewed by Claire Lawson Lead Teacher every 2 years. At every review, the policy will be approved by the head teacher and Governors.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawal 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	