

This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

RELATIONSHIPS & SEX EDUCATION POLICY	
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1. Aims, rationale & ethos:

- **Introduction**
- **The purpose of RSE in school**
- **The vision for safe and effective RSE**
- **How is this underpinned?**
- **What outcomes do you intend?**

Introduction

We are aware at Copleston High School that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way. Here we outline our relationships and sex education (RSE) policy and the purpose of delivery in our school.

The purpose and aims of RSE in our school

The aims of RSE at our school 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. Whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- Help students develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To know about the risks of being online and how to stay safe.
- To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- To know where and how to seek information and advice when they need help.
- To be able to recognise when something is risky or unsafe.
- To support all young people to stay safe and prepare for life in modern Britain.

The vision for safe and effective RSHE

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). There are a number of cross curricular links for RSE.

As a school our RSE programme 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).

How is this underpinned?

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

At our school we teach RSE as set out in this policy.

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 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

What outcomes do you intend?

- RSE is about the understanding of the importance of a stable and loving relationship.
- RSE is about the emotional, social and cultural development of students, 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.
- Our curriculum is also designed to support children growing up in an increasingly complex and digital world.
- We aim to support children to make the right decisions and keep themselves safe and happy.
- RSE is not about the promotion of sexual activity.

2. Statutory Guidance

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Copleston High School we teach RSE as set out in this policy.

3. Roles & Responsibilities:

- **Governor involvement**
- **Principal/SMT involvement**
- **Teachers**
- **Parents/carers**
- **Pupils**
- **Training**

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes.
- Ensure the curriculum is well led, effectively managed and well planned.
- Evaluate the quality of provision through regular and effective self-evaluation.
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND.
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn.
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Principal/SMT link will:

- Oversee the overall implementation of this policy.
- Ensure staff are suitably trained to deliver the subjects.
- Ensure that parents are fully informed of this policy.
- Review requests from parents to withdraw their children from the subjects.
- Discuss requests for withdrawal with parents.
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful.
- Report to the governing board on the effectiveness of this policy.

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy.
- Act in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND.
- Work with the Senior Management Team and curriculum leaders to evaluate the quality of provision.
- 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 Principal.

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education.
- Communicate openly and constructively with school staff regarding relationships, health and sex education.
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education.

Pupils will:

- Engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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 Principal 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.

4. Legislation:

- **Right to withdraw**

Right to withdraw

Copleston High School:

- Parents have the right to withdraw their children 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 pupil's educational record. The Principal will discuss the request with parents and take appropriate action.
- Alternative work will be given to pupils who are withdrawn from sex education.

5. Curriculum design:

- **Embedding in PSHE**
- **Delivery of RSE**
- **What is covered at Secondary school**

Embedding in PSHE

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary. The RSE curriculum comes under the PSHE curriculum and will be delivered as such, in these lessons.

We have developed the curriculum in consultation with staff, leaders in RSE and the County taking into account the age, needs and feelings of pupils. This is based on previous experience of teaching RSE within PSHE. 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.

Delivery of RSE

Copleston High School will adopt an individual approach to delivering RSE, whilst using guidelines as set out by the National Curriculum and other relevant agencies, for example the PSHE association.

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 professional. For example, the Terrence Higgins Trust Charity.

What is covered in Secondary School?

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

Secondary schools are required to deliver the following:

- 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, LGBTQ+ 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).

6. Inclusivity and Equality of Opportunity

- **Needs of the pupils and age appropriate**
- **Diversity and inclusion – teaching is differentiated to meet the needs of the pupils**

Needs of the pupils and age appropriate

In the teaching of RSE, as with all classroom practice and pedagogy, our school takes into account the needs of our school community; pupils' ability, age, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation. Through conversation and consultation with our student body, we are aware of the specific needs of our students.

Our RSE programme will ensure that all students can access our RSE provision. We recognise the right for all students to have access to factually correct, age appropriate and relevant RSE and staff will identify students with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme.

Diversity and inclusion

We promote diversity and inclusion and consider all pupils' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all.

We aim for pupils to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexual orientation (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem.

Where single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics, students identifying by a gender identity other than male or female are welcome to attend whichever session they choose.

7. Safe & effective practice:

Key principles to ensure high quality and effective planning:

- **High quality RSE**
- **Learning environment**
- **Ground rules**
- **De-personalisation techniques**
- **Teaching of sensitive and controversial issues**

High quality RSE is taught:

- By a member of teaching staff who is known to the pupils.
- In a familiar and comfortable environment.
- Adhering to the school's agreed curriculum content which is age and stage appropriate.
- Using resources and teaching methods which have been approved by the PSHE lead and the SMT.
- Through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps.
- In a sequence of lessons which build knowledge and understanding at a gentle pace.

Teachers ensure that the learning environment is safe by:

- Setting clear ground rules which are to be adhered to by all staff and pupils present.
- Organising seating so that pupils do not feel threatened or embarrassed.
- Making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby).
- Ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate.
- Providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content.
- Providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age and stage requirements and decide how/whether the question should be answered.
- Giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation).

Ground rules might include:

- Allowing others to speak without interruption or judgement.
- Avoiding giving personal information or asking others to do so.
- Accepting that people will hold a range of views.
- Being respectful to everyone in the lesson at all times.
- Discussing and challenging viewpoints respectfully.
- Accepting that people will have a range of knowledge and understanding.

De-personalisation techniques are used to:

- Allow pupils to share and explore different aspects of RSE without fear of being judged or labelled.
- Allow pupils to consider issues that they have not had experience of.
- Support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences.

- Teach pupils that all issues which affect society, such as discrimination, are relevant to everyone.

The teaching of sensitive and controversial issues must:

- Not be avoided because they are difficult to teach.
- Be supported by the senior management team who will enable teachers to deliver the lessons safely and effectively.
- Be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively.
- Be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught.

8. Safeguarding:

- **How will child protection, safeguarding and confidentiality protocols support this**
- **Visitors/outside agencies – how will they be informed about safeguarding and the whole school approach**
- **Protocols to support those at risk/vulnerable**

How will child protection, safeguarding and confidentiality protocols support this?

- Recognition that effective RSE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to DSL.
- In event of a disclosure staff follow schools safeguarding referral procedure.
- Prior to teaching of RSE commencing, teachers consult with DSL to ensure relevant issues can be addressed and student needs met.
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure.
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these.

Visitors/outside agencies – how will they be informed about safeguarding and the whole school approach?

- Recognition that there may be times when a suitably trained and/or experienced visitor may be invited to speak to students and contribute to the delivery of RSE.
- Visitors should be sent and be familiar with relevant policies in advance.
- Content of session discussed and agreed, with resources checked in advance.
- Whilst following our protocols and procedures with regard to visitors on site.

Protocols to support those at risk/vulnerable:

- DSL will decide most appropriate course of action following any safeguarding referral.
- Ensuring all students receive age appropriate RSE.
- Provision offered is appropriate to needs of students.
- Further places of support are signposted in lessons.
- Any further relevant protocols in place will be used within our school setting.

9. Engaging stakeholders:

- **Partnership with parents and carers**
- **What information and how to share**
- **Signposting**

Partnership with parents and carers

- The importance of partnerships with parents and carers – we will ensure that we can refer to school values/ethos. Also, reinforce that the parents/carers are their first educator and school curriculum is to support this.
- Ensuring that parents and carers are kept up to date of the RSE policy and inform them of topics to be covered throughout their time at Copleston.

What information and how to share

- What information (policy updates/content/information about age/stage concepts are taught) and how to access information that is relevant to RSE (letters/website/parent mail).
- How to inform and support parents/carers with additional resources to support their child or young person.

Signposting

- Signposting (who to contact at the school if help/advice should be needed. Signposts to local organisations should further advice be required – NSPCC, OneLife Suffolk).
- Using appropriate personnel in school to support resources being available. For example, the school nurse, wellbeing consultant and safeguarding team.
- How to empower and follow up RSE at home (helpful websites/ books).
- Right to withdraw (reconfirming that RSE is statutory but parents have the right to withdraw their child from sex education which is not part of the National Curriculum).

10. Curriculum Design

The delivery of RSE is monitored by the PSHE co-ordinator in school through:

- Discussions with staff delivering PSHE, through the use of learning walks, book looks and CPD sessions.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE co-ordinator on an annual basis. At every review, the policy will be approved by the SMT link for PSHE, the governing board, and the Principal – where relevant.

Appendix 1 and 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
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

TOPIC	PUPILS SHOULD KNOW
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
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)

TOPIC	PUPILS SHOULD KNOW
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

Appendix 3 – Right to withdraw

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	
Staff Member	