

Draft Relationships and Sex Education (RSE) and Health Education Policy

1.0 The Cumberland School Mission Statement

Our vision – Determined, ambitious learners

The Cumberland School (TCS) is an ambitious school, within a diverse and exciting community. Our motto, 'Determined, ambitious learners', encompasses all of our school community: students, staff and governors. Our commitment to providing the best opportunities to learn and excel goes hand in hand with our commitment to equal opportunities and effective inclusion.

As a school, we are determined to improve the life chances of every one of our students. Determination and resilience are essential qualities for our students if they are to achieve their potential. Our curriculum, both in the classroom and outside of it, ensures that students are given opportunities to challenge themselves and develop confidence, independence and resilience.

We want all of our students to have high standards. We encourage all students to understand their responsibilities to each other, the school and the wider community. Pride, respect and high aspirations are valued and developed so that TCS is a safe place to take risks and grow.

Above all, TCS is a learning community. We believe that all students and staff have the right to exceed expectations and we recognise that hard work, challenge and collaboration are vital to ensure exciting and effective teaching and learning in the classroom. We are an outward facing school, collaborating with other schools, colleges and businesses. We believe there is much we can and must learn from each other.

2.0 Policy links to school mission, aims and values

All the work of TCS is intended to support the delivery of our mission statement in full.

3.0 Policy aims and objectives

TCS believes that relationships and sex education (RSE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. Effective RSE and Health Education is essential if young people are to make responsible and well-informed decisions about their lives. As part of our broad and balanced curriculum, we ensure RSE and Health Education is inclusive and meets the needs of all our students, including those with special educational needs and disabilities.

We offer a comprehensive programme of RSE and Health Education which provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The aim of our RSE and Health Education policy is:

- to endorse the entitlement of all students to RSE and Health Education
- to outline the curriculum design of RSE and Health Education

- to ensure that appropriate guidance is available for the staff delivering the programme of RSE and Health Education
- to represent the right of parents to withdraw their children from all or part of Sex Education. The right to withdraw is applicable to any lessons that have explicit sexual content.

The Department for Education Relationship Education, Relationship and Sex Education and Health Education Guidance February 2019 states: 'High quality, evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society'.

At TCS we:

- support students to understand themselves, their developing bodies and emotions, and those of others
- support students to understand physical and mental wellbeing and understand how their choices may affect their mental health
- support students to feel confident discussing issues of sex and sexuality
- ensure students understand that there are different types of committed, stable relationships and families
- ensure students understand what constitutes healthy relationships, including what is acceptable behaviour and understand the right of everyone to equal treatment
- support students to understand different personal relationships and enable them to understand the dangers of exploitation, and what they can do about it
- ensure students know their rights, responsibilities and opportunities online and are taught how to keep safe online
- ensure students understand the different types of bullying including homophobic, sexist and transphobic bullying, and know where and how to report bullying and seek support
- ensure students know the concepts of, and laws relating to keeping safe including exploitation and FGM, and how these can affect current and future relationships
- provide information about sexual health including contraception, sexually transmitted diseases and safe sex
- ensure students understand 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
- differentiate learning and concepts for students with special educational needs
- ensure that the school Relationships and Sex Education and Health Education programme includes the elements recommended by the DfE.
- students will have an opportunity to reflect upon issues in a structured manner.

4.0 Statutory Framework

TCS has a regard for the statutory guidance provided by the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002.

This guidance provides that students receiving secondary education must be taught RSE and Health Education.

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) & Section 4.2 of The National Curriculum (2014) states 'Teachers should take account of their duties under equal Relationship and Sex Education

November 2018 Policy no: 4 5 opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment’.

5.0 Curriculum design

It is the responsibility of each Head of Department to ensure that the quality and content of provision is monitored and evaluated. It is the duty of the TCS Local School Board to ensure that the statutory requirements relating to the RSE and Health Education are properly addressed.

As part of our PSHE programme, these topics are raised in order for sensitive issues and questions to be discussed. Parents have the right to withdraw their children from Sex Education that is provided outside the National Curriculum for Science. The right to withdraw is applicable to any lessons that have explicit sexual content.

The delivery and content will be made accessible to all students and will be appropriate to age, as well as considering students with special educational needs.

Staff are provided with training so that they are confident in their skills to teach RSE and discuss sex and relationships. Staff have an understanding of the role of school in contributing to the reduction of unwanted teenage conceptions and the promotion of sexual health. As a school, we expect teenage parents to complete their secondary education and we work with external organisations in order to support the educational and economic progression of these young parents.

6.0 Monitoring and evaluation

The school is committed to the ongoing quality assurance of RSE through student and staff surveys and weekly learning walks. Concerns are dealt with by the Assistant Headteacher with responsibility for PSHE, the pastoral leads and the safeguarding team.

7.0 Right of Withdrawal of Students from Sex Education

The school will organise and deliver a parent survey and consultation that clearly outlines the vision, purpose and expectations of the RSE curriculum. Parents will be given the opportunity to ask questions and address any concerns.

Some parents prefer to take responsibility for aspects of this element of a student’s education. Parents have the right to request that their child be withdrawn from any lessons that have explicit sexual content, as part of statutory RSE. Parents will need to discuss their decisions with the Headteacher at the earliest opportunity.

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. Students have the option to opt in to sex education three terms before their 16th birthday.

| Topic | Theme | How this is classified | Opt out |
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| Families | <ul style="list-style-type: none"> that there are different types of committed, stable relationships. | Relationships | No |
| | <ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. | Relationships | No |

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| | <ul style="list-style-type: none"> • how these relationships might contribute to human happiness and their importance for bringing up children. | Relationships | No |
| | <ul style="list-style-type: none"> • 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. | Relationships | No |
| | <ul style="list-style-type: none"> • the characteristics and legal status of other types of long-term relationships. | Relationships | No |
| | <ul style="list-style-type: none"> • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. | Relationships | No |
| | <ul style="list-style-type: none"> • 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 | No |
| 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 | Relationships | No |
| | <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. | Relationships | No |
| | <ul style="list-style-type: none"> • 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). | Relationships, British Values | No |
| | <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. | British Values | No |
| | <ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. | the Law | No |
| | <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | Relationships, Health | No |
| | <ul style="list-style-type: none"> • what constitutes sexual harassment and sexual violence and why these are always unacceptable. | the Law, relationships | No |
| | <ul style="list-style-type: none"> • 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. | the Law, British Values | No |
| 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 | Staying safe, Health | No |

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| | <ul style="list-style-type: none"> • 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. | Staying safe, Mental Health | No |
| | <ul style="list-style-type: none"> • what to do and where to get support to report material or manage issues online. | Staying safe, Mental Health | No |
| | <ul style="list-style-type: none"> • the impact of viewing harmful content. | Staying safe, Mental Health | No |
| | <ul style="list-style-type: none"> • 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. | Staying safe, Sex | Yes |
| | <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. | Staying safe, the Law | No |
| | <ul style="list-style-type: none"> • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. | Staying safe, the Law, Mental Health | No |
| | <ul style="list-style-type: none"> • how information and data is generated, collected, shared and used online | Staying safe, the Law, E-safety | No |
| 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. | Staying safe, the Law, Relationships | No |
| | <ul style="list-style-type: none"> • 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). | Staying safe, the Law, Relationships, Mental Health | No |
| 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. | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> • 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. | Staying safe, the Law, relationships, Mental and physical Health | No |
| | <ul style="list-style-type: none"> • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. | Science, Health | No |
| | <ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. | Staying safe, relationships | No |
| | <ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available. | Staying safe, relationships, Health | No |
| | <ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy | Relationships, Sex | Yes |

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| | without sex. | | |
| | <ul style="list-style-type: none"> the facts around pregnancy including miscarriage. | Science | No |
| | <ul style="list-style-type: none"> 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). | Staying safe, the Law, relationships, Health | No |
| | <ul style="list-style-type: none"> 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. | Staying safe, the Law, relationships, Health | No |
| | <ul style="list-style-type: none"> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. | Staying safe, the Law, Mental Health | No |
| | <ul style="list-style-type: none"> how the use of alcohol and drugs can lead to risky sexual behaviour. | Staying safe, the Law, Health | No |
| | <ul style="list-style-type: none"> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. | Staying safe, the Law, relationships | No |
| The Law | <ul style="list-style-type: none"> 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. | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> laws around marriage | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> facts, rules and the law about consent, including the age of consent | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> laws about violence against women and girls | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> legal and illegal online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> laws, facts and rules regarding pornography | Online safety, identity, sex | Yes |
| | <ul style="list-style-type: none"> abortion law | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> laws, rules and facts about sexuality | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> laws, rules and facts about gender identity | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> laws regarding substance misuse | Staying safe, the Law, relationships | No |
| | <ul style="list-style-type: none"> laws regarding violence and exploitation by gangs | Staying safe, the Law, | No |

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| | • laws about extremism/radicalisation | Staying safe, the Law, | No |
| | • laws regarding criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) | Staying safe, the Law, | No |
| | • hate crime | Staying safe, the Law, British Values | No |
| | • female genital mutilation (FGM) | Staying safe, the Law, relationships, Health | No |

8.0 Specific Issues when teaching RSE and Health Education

Teachers are in a position of trust and are expected to work within the agreed parameters of this document.

Teachers must be aware of the school Safeguarding Policy as the teaching of SRE may raise the sensitive issue of child abuse. Statutory guidance by the DfE 'Working Together to Safeguard Children' (published March 2018) and Keeping Children Safe in Education (KSIE) 2018 set out how agencies should work together to promote children's welfare and protect them from abuse and neglect.

Confidential disclosures from students may take place and they should be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They should be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform the Designated Safeguarding Lead (DSL).

A key task for schools is to reduce/delay sexual activity and to reduce the incidence of teenage pregnancy through the teaching of RSE. National and local statistics should be used as the basis for discussion. In discussions, the moral issues the religious convictions of students and their parents should be respected.

Teaching about safer sex is one of the Government's strategies for reducing the incidence of STIs including HIV/AIDS is vital to give students appropriate information and knowledge about STIs and HIV/AIDS. As well as information students need to develop the skills to enable them to make sensible choices.

Policy documentation control

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