



CHRIST CHURCH

Church of England Secondary Academy

Relationships and Sex Education Policy

Our mission statement

Through valuing every individual, as made in God's image, we will **learn, flourish, and celebrate truth.**

Purpose of this policy

The Relationships and Sex Education Policy aims to provide a framework in which sensitive discussions can take place. Preparing students for puberty and give them an understanding of sexual development and the importance of health and hygiene. Students are helped to develop feelings of self-respect, confidence, and empathy. Creating positive cultures around issues of sexuality and relationships. Whilst teaching students the correct vocabulary to describe themselves and their bodies.

Date of last review:	September 2022	Author:	Deputy Headteacher
Date of next review:	September 2023	Owner:	Deputy Headteacher
Type of policy:	<input type="checkbox"/> Trust-wide <input checked="" type="checkbox"/> Contextual to school	Approval:	Headteacher
School:	Christ Church, Church of England Secondary Academy	Key Contact Name:	Kate Darby
Key Contact Email:	k.darby@christchurchsecondary.org.uk	Key Contact Phone:	TBC

Contents

Our mission statement.....	1
Purpose of this policy	1
1. Introduction	3
2. Statutory requirements.....	3
3. Roles and Responsibilities	3
3.1 Local Academy Board (LAB).....	3
3.2 The headteacher	3
3.3 Staff	3
3.4 Students	3
4. Definition.....	4
5. Curriculum	4
6. Delivery of RSE.....	4
7. Parents’ right to withdraw	5
8. Training.....	5
9. Monitoring arrangements.....	5
10. Related policies, guidance, and statute	6
Appendix 1 – By the end of secondary school students should know	6
Appendix 2 - Parent form – withdrawal from sex education within RSE.....	9

1. Introduction

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral, and emotional development. At Christ Church, Church of England Secondary Academy (CCSA), RSE is centered on personal safety, caring for others, and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality. Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. RSE at CCSA is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSE at CCSA will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2. Statutory requirements

CCSA must provide RSE to all students 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 CCSA, we teach RSE as set out in this policy.

3. Roles and Responsibilities

3.1 Local Academy Board (LAB)

The LAB will approve the RSE policy and hold the headteacher to account for its implementation.3.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across CCSA, and for managing requests to withdraw students from non-statutory components of RSE (see section 7).

3.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 headteacher.

Staff who are responsible for the administration of the RSE curriculum are:

Kate Darby, Personal Development Curriculum lead (PSHE)

Jade Stephens, Head of Department; Science

Form Tutors

3.4 Students

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

4. Definition

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.

RSE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with the wider community, taking into account the age, needs and feelings of students. If students 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.

6. Delivery of RSE

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

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 [Appendix 1](#).

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). We are committed to upholding the tenets of the Equalities Act 2010. As such, RSE at CCSA will be inclusive of all needs, including educating students about LGBT, multi-racial and inter-faith relationships.

Where there is a requirement for differentiated RSE for specific student groups – for example, SEND students with a specific need or students with disabilities – these will be planned appropriately. This may require age-appropriate RSE to be delivered separately from other students, though this will be evaluated based on individual needs. On the rare occasion there may be a need to educate boys and girls separately for elements of RSE, these will be specifically to address the needs of students; as a co-educational school, this will not be commonplace.

Disclosures

In line with the school Safeguarding Policy, disclosures to both school staff and external providers will be recorded and reported to the Designated Safeguarding Lead (DSL). The DSL will then follow up the disclosure as per the procedure outlined in that policy.

7. 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 2 of this policy and addressed to the Headteacher; any requests should be submitted annually and all previous requests will be deemed invalid at the beginning of each academic year.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher or a delegated member of the senior team, will discuss the request with parents and take appropriate action.

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

8. Training

Staff are trained on the delivery of RSE as part of their induction and ongoing as required.

The senior leader with delegated responsibility may also invite, as appropriate, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Headteacher with the same protocol and rigour as other curriculum areas to evaluate and quality assurance delivery.

10. Related policies, guidance, and statute

The list below outlines policies, additional resources from the trust or external agencies, and statutory guidance related to this policy.

Item 1	Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)
Item 2	Children and Social Work Act 2017 (legislation.gov.uk)
Item 3	Relationships (and sex) education and health education - GOV.UK (www.gov.uk)
Item 4	Education Act 1996 (legislation.gov.uk)

Appendix 1 – By the end of secondary school students should know

TOPIC	STUDENTS 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 recognize this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	STUDENTS 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	STUDENTS 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

Appendix 2 - 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	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the school library.</i>

Appendix 3 – Curriculum plan for delivery of topics

Year 7	Year 8	Year 9	Year 10	Year 11
Puberty & Body Development	Identity, Relationships & Sex Education	Sex, the law and consent	Exploring Relationships & Sex Education	Sexual Health
Intro to puberty Personal Hygiene & Oral hygiene Growing up Assertiveness, consent & hormones Self-esteem & empowerment	Introduction to RSE Healthy relationships, families & friends Dealing with conflict Sexual orientation Gender identity & Equality Act Introduction to contraception What is love? Periods & menstrual cycles	Sexual consent & the law FGM & the law Delaying sexual activity Why have sex? Relationships & partners Pleasure & masturbation What are STIs?	Marriage and Family Campaigning against FGM Sexting Attitudes to pornography Sexualisation in the media Sexual violence	Pregnancy and parenthood Love and abuse Fertility and what impacts it. Importance of sexual health Revisiting contraception Revisiting STIs Respect and relationships
Friendships, Respect & Relationships	LGBTQ+ Explored	Contraception & STIs		
Consent & boundaries Respect & relationships What makes a good friendship? Friendships & managing them Being positive Pressure and influence	Exploring LGBTQ+ & associated key terms Homophobia in schools Supporting those that are LGBTQ+ Challenging discrimination Breaking down stereotypes Transphobia Coming out	Contraception methods available How to out on a condom Realities of using contraception Sexual harassment & stalking STIs HIV & AIDS HIV discrimination and prejudice		