



Relationship and Sex Education (RSE) Policy

Castle Hall Academy

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In this policy the following roles and responsibilities are held by the people named below:

Role / Responsibility	Name	In post since

1. Introduction

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, about relationships, sex, human sexuality and sexual health. It is about understanding the importance of stable, loving, mutually respectful, trusting relationships within the context of families (in the broadest sense) and issues of privacy and consent in the context of personal safety exploitation and abuse. RSE should provide young people with the skills for building positive, enjoyable, respectful and nonexploitative relationships, a knowledge of the legal framework that exist to protect them and the availability of support services to help them if things go wrong. At Castle Hall Academy we recognise that children, as well as their parents and teachers, may need support to navigate an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it also presents significant challenges, particularly for young people. The dominance of social media, the prevalence of misinformation and the misrepresentations of reality found on-line, coupled with wider online threats, mean children can develop misunderstandings and misconceptions about relationships from sources that are untrustworthy or dangerous. A component of Relationships and Sex Education is to address these concerns and make students critical and resilient digital users, empowering them to make the right decisions and keep themselves happy and safe.

2. Principles and Aims

The following principles and aims underpin Relationships and Sex Education at Castle Hall Academy:

- Effective Relationships and Sex Education is a partnership between home and school;
- Relationships and Sex Education is relevant to all students at each stage in their development and should support each individual as they grow and mature, helping them to keep themselves safe from harm, both on and offline, enjoy their relationships with others and build confidence in accessing services if they need help and advice;
- Relationships and Sex Education should be set within the wider school context and the diverse context of students' own cultures and beliefs, diversity of family types and circumstance;
- Relationships and Sex Education should encourage students and teachers to share and respect each other's views and different sexual orientation and identity, without the promotion of any particular view point;
- Relationships and Sex Education should generate an atmosphere where questions and discussion can take place without stigma or embarrassment;
- Relationships and Sex Education recognises that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers and educational providers;
- Through Parent Information Evenings we also aim to advise, inform and students' families on issues around digital safety and personal well-being that connect with the RSE programme their children are following in school.

The RSE Policy has three main learning elements:

1. Attitudes and Values

- learning about different types of relationships, including friendships, family relationships, romantic and intimate relationships;
- appreciating the value of commitment and of stable and loving relationships (including within marriage and civil partnership);
- understanding safe online behaviours and encouraging the use of digital communications to promote well-being, respect and consideration;
- maintaining a questioning approach to information, particularly online content, and challenging myths, misconceptions and false assumptions about "normal" behaviour;

- promoting equality in relationships, recognising and challenging inequalities, particular those linked to a person's gender and sexual orientation; □ appreciating the different experiences and needs of different individuals, including those between boys and girls

2. Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- learning how relationships may affect health and well-being, including the importance of good mental health and resilience;
- learning how to recognise and build healthy relationships, including self-respect and respect for others, commitment, boundaries and consent, tolerance, and empathy;
- learning how to manage conflict, and also how to recognise unhealthy relationships, including bullying, coercion and exploitation;
- developing an appreciation and acceptance of the consequences of choices made;
- developing body-confidence and general self-esteem;
- developing the self-knowledge and strength of character to avoid, resist and manage inappropriate pressures or advances (both as exploited or exploiter)

2. Knowledge and Understanding

- learning about the physical and emotional changes that happen with puberty and understanding the way our bodies and feelings change as we grow and develop;
- learning about human sexuality, reproduction, sexual health and contraception; learning about contraception and the range of local and national sexual health advice, contraception and support services;
- developing awareness of the realities and impact of sexual exploitation and abuse, pornography, domestic violence and sexual bullying, the associated legal frameworks and the support systems available;
- learning about peer pressure and the pressures from digital technologies, including photo-manipulation, on body confidence, consent and expectations around sex and relationships;
- understanding the legal framework around RSE topics, including consent, prejudice, hate-crime, pornography and child pornography, malicious communications, bullying and coercion;
- risks associated with digital technologies, including cyberbully, the misuse of social media, including harassment, cyber-bullying, sexting and life-streaming, and the solutions and support that is available for when things go wrong.

3. Statutory Requirements

- Under section 3.6 of the National Curriculum, RSE is compulsory for year 7 onwards. Secondary schools must have regard to the guidance issued by the DfE in 2000, as outlined in section 403 of the Education Act.
- The government also endorsed the supplementary advice for schools, "Sex and relationships education for the 21st century" which was published by the PSHE Association in February 2014.
- Keeping Children Safe in Education (DfE September 2016) stipulates that it is essential that children are taught about online safeguarding and are safeguarded from potentially harmful and inappropriate online material
- In March 2017 the government laid an amendment to the Children and Social Work Bill to re view the existing guidance This will follow the consultation that ended in February 2018 recognising the need for

reform “in recognition of the fact that children need more support to navigate growing up in an increasingly complex and digital world.

- The new guidance, which all schools must have regard to, is to come into effect from September 2020 and will require students to be taught:
- The different types of families
- Respectful and caring relationships, including friendships, sexual relationships and online relationships
- Intimate sexual relationships including information about sexual health
- The Law surrounding FGM, criminal exploitation and consent
- Puberty
- Mental and Physical Wellbeing

Schools have a duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

4. 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. The RSE programme aims to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. It is designed to help students keep themselves safe from harm, both on and offline, enjoy their relationship and build confidence in accessing relevant services if they need help or advice. It will provide the information and guidance that will help reduce early sexual activity, teenage conceptions, sexually transmitted infections and the risks of sexual exploitation and abuse, domestic violence and bullying.

Relationships and Sex Education should build self-esteem and self-awareness, promote emotional wellbeing and improving students' ability to achieve in school. It should provide all students with a better understanding of diversity and inclusion, a reduction in gender-based and sexual-orientation based bullying and violence and a firm grasp of the difference between consenting and exploitative relationships.

The delivery of RSE should also promote the partnership between home and school, providing a source of support and advice for parents and families.

Our RSE programme aims to deliver the following outcomes for students:

- a positive values and a moral framework that will guide their decisions, judgements and behaviour;
- the self-esteem, confidence and knowledge to allow them to value themselves and respect others, accepting and understanding diversity and difference.
- the ability to judge what kind of relationship they want and the self-confidence to be able to reconsider and change their mind.
- an understanding of the risks presented by the internet, the knowledge that people online may not be who say they are and content may be inaccurate, mischievous or malicious.
- A strong awareness of the risks that can be presented by their online profiles and digital footprints and the importance of keeping all personal digital content secure.
- An awareness of the sources of help and the skill for issues around sex and relationships both online and in actuality, and the confidence to access confidential health advice (including mental and

emotional health and advice regarding sexual identity), support, guidance and treatment if necessary or appropriate.

- an understanding of the systems that can be used to report online concerns, and the knowledge and confidence to use them when required, including reporting inappropriate online content, cyber bullying and harassment, sexting, grooming and exploiting.
- the skills to communicate effectively using appropriate terminology for sex and relationship issues;
- an understanding and appreciation of the arguments for delaying sexual activity and for sex to be part of a long term, loving, consensual and equal relationship.
- a knowledge of laws that relate to sex and relationships, particular with regard to consent, prejudice and “hate crimes” and online activity, including malicious communications and the possession, transmission and distribution of pornographic content online.
- sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- an understanding of how to behave responsibly in their social, emotional and romantic relationships with others;
- an awareness of their sexuality and understand human sexuality, challenge sexism and prejudice, and accept LGBTQ+ and gender fluidity in themselves and others;

5. Delivery

RSE delivery year by year:

- Throughout the academic year, year 7 will be focusing on:
 - The importance of friendships
 - How to form healthy friendships and relationships
 - How to maintain positive and healthy relationships
 - How to identify unhealthy and unstable relationships
 - The roles of responsibilities of families
- Throughout the academic year, year 8 will be focusing on:
 - The nature and importance of marriage
 - How to deal with the breakdown of relationships including marriage
 - Appropriate language when referring to the LGBTQAI+ community
 - Understanding what the appropriate expectations of having a girlfriend or boyfriend are
- Throughout the academic year, year 9 will be focusing on:
 - What intimacy is and different levels of intimacy
 - What consent is, and the law surrounding consent
 - An understanding of what contraception is and some examples
 - The consequences of unprotected sex including unwanted pregnancy and sexually transmitted infections
 - The media and its portrayal of relationships
 - Sexual orientation and its diversity
- Throughout the academic year, year 10 will be focusing on:
 - Forms of abuse in relationships and how to seek help in an abusive relationship
 - Porn and the laws surrounding revenge porn
 - An understanding of consent and assessing the readiness of yourself and others in engaging in a sexual relationship
 - How to manage relationship breakdown and how to be resilient in regard to changes in relationships
 - What abortion is and the laws surrounding abortion
 - Understanding fertility issues that people may face in relationships

RSE will take place within Personal Development lessons across the school year. Students receive 1 lesson of PD a week which is mapped out against the PSHE Association guidance, published in 2017. Some lessons relating to relationships and E Safety will take place through ICT lessons, this information will also be supplemented through the PD curriculum.

6. Inclusion

All children and young people – whatever their experience, background and identity – are entitled to quality Relationships and Sex education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include students with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. To encourage students to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflect the diversity of the school community, and help each and every student to feel valued and included in the classroom.

Teachers should never assume that all intimate relationships are between opposite sexes. All sexual health information should be inclusive and should include LGBT people in case studies, scenarios and role-plays.

Boys and girls can explore topics from a different gender's point of view, and a variety of activities – including practical tasks, discussions, group activities and competitions – can provide something for everyone.

Ethnic and Cultural Groups

Castle Hall Academy is a very diverse community and we intend our policy to be sensitive to the needs of different ethnic and religious groups. For some young people it is not culturally appropriate for them to be taught particular topics in mixed groups and we respond to these needs as appropriate. We will respond to parental requests and concerns as expressed to the school via the pastoral system or the curriculum route to respective heads of department.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

7. Right of Withdrawal of Students from Sex and Relationship Education

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered in school, you can arrange a meeting with Mrs Jefferson (Assistant Headteacher) and Miss Donoghue (Head of Personal Development) to discuss this further.

Informing parents/carers

Parents will be sent a letter explaining the topics that will be covered in RSE sessions across the school.

Parents/carers will be reminded that a copy of this policy is available on request and they can view teaching resources used in the delivery of RSE.

Confidentiality, Controversial and Sensitive Issues

- Teachers cannot offer unconditional confidentiality in a case where a teacher learns from a student under 16 years old that they are having or contemplating sexual intercourse:
- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child Protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead (DSL).
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed.
- Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

8. 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 headteacher 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.

9. Monitoring and Evaluation of Relationships and Sex Education

The delivery of RSE is monitored by Bethan Donoghue, Head of Personal Development through:

- Student questionnaires;
- Staff questionnaires;
- Discussion – student council, governors, parents;
- Student feedback and self-assessment;
- Teacher evaluation of lessons and input from outside agencies

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
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: Parent letter: withdrawal from sex education within RSE

09 September 2020

Dear Parent/Carer,

I am writing to you in order to give you some further clarification in relation to your child's participation their weekly Personal Development lessons. Embedded in the government-prescribed curriculum your child will engage in some lessons that focus on the relationships they will encounter throughout their life (RSE).

Throughout the academic year, year 7 will be focusing on:

- The importance of friendships
- How to form healthy friendships and relationships
- How to maintain positive and healthy relationships
- How to identify unhealthy and unstable relationships
- The roles of responsibilities of families

Throughout the academic year, year 8 will be focusing on:

- The nature and importance of marriage
- How to deal with the breakdown of relationships including marriage
- Appropriate language when referring to the LGBTQAI+ community
- Understanding what the appropriate expectations of having a girlfriend or boyfriend are

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Throughout the academic year, year 10 will be focusing on:

- Forms of abuse in relationships and how to seek help in an abusive relationship
- Porn and the laws surrounding revenge porn
- An understanding of consent and assessing the readiness of yourself and others in engaging in a sexual relationship
- How to manage relationship breakdown and how to be resilient in regard to changes in relationships
- What abortion is and the laws surrounding abortion
- Understanding fertility issues that people may face in relationships
- Understanding why people may choose to adopt or foster children

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered in school, you can arrange a meeting with Mrs Jefferson (Assistant Headteacher) and Miss Donoghue (Head of Personal Development) to discuss this further.

All lessons will be delivered in a sensitive manor with regard for family, religious and moral beliefs. If you have any queries or need further clarification please contact bdonoghue@castlehall.com

Yours sincerely,



Miss B Donoghue

Head of Personal Development