



Relationships and Sex Education Policy

This policy was approved and ratified by the People & External Relations Committee of Cox Green School on 28th September 2021

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	3/12/14	3/12/14	July 15
1.2	Full Governing Body	7/7/15	1/9/15	July 16
1.3	People & External Relations Committee	7/6/16	7/6/16	June 2019
1.4	People & External Relations Committee	2/7/19	2/7/19	July 2022
1.5	People & External Relations Committee	28/9/21	28/9/21	Sept 2024



Introduction

In 2019 the DfE updated the RSE guidance to reflect the needs of our young people growing up in the 21st century and aim to continue to ensure that schools deliver high quality provision to meet their needs to become healthy and safe individuals. CGS is fully committed in providing RSE provision that is of the highest quality.

RSE lessons will be delivered in a clear, objective and open manner to tackle common misconceptions and myths, giving students the necessary information they need to act responsibly.

Students today are growing up in an increasingly intricate world that seamlessly integrates together both the online and offline world. This presents us in CGS with many opportunities and challenges to ensure that our students are ready to face the wider world in a safe and healthy way with a positive and respectful mindset.

All students and staff are encouraged to be confident to discuss matters openly allowing them to make clear and informed choices and to recognise the moral implications and risks of certain types of behaviour, including their emotional and physical development, the nature of sexuality and the process of reproduction.

Relationship and sex education has been shown to have many positive effects on students' wellbeing, their choices of relationships and overall academic attainment. In addition to our Personal Development programme, a robust RSE education compliments many other curriculum subjects and it is the schools' responsibility to ensure that all teachers use opportunities to deliver the RSE framework across the whole school curriculum.

We ensure that delivery of RSE does not promote early sexual activity or any particular sexual orientation or gender bias. Students are taught how to become resilient, maintain their wellbeing and are encouraged to respect each other's uniqueness. They are also taught about how to protect themselves from sexual and/or criminal exploitation, bullying and abuse and underpins our rigorous safeguarding policy.

All Secondary schools in the UK must have a written policy for RSE education that follows on from students' primary Relationships education.

CGS believes that RSE is an educational entitlement of all students and an integral part of each student's emergence into adulthood and their continued wellbeing.

Aims and RSE Curriculum

The content is designed to follow RSE guidelines and consideration of the students' social, physical and emotional maturity. CGS delivers RSE that follows from their Primary Education. This includes, but is not limited to:

- Understanding healthy relationships, friendships and platonic relationships, intimate relationships and what a committed relationship looks like;
- Understanding the spiritual, moral, social and cultural implications of sexual activity, an awareness of current laws relating to this and the right of people to hold their own views without



imposing them on others. This is especially important within the context of protected characteristics;

- Exploring and challenging stereotypes and prejudices and encourage respect for differences in relation to gender identity and sexuality. To support equality throughout all protected characteristics, including disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation;
- Informing students about sources of confidential, professional advice and support in relation to sexual matters;
- How mental wellbeing and self-respect benefits and encourages healthy relationships;
- How students can develop resilience, including mental health and values;
- Identifying unhealthy relationships and what is acceptable and unacceptable in a relationship;
- The importance of consent and contraception in developing intimate relationships;
- Safe sex and sexual health within relationships;
- The law regarding sex, sexuality, sexual health and identity, including consent, rape, sexual assault and harassment and legal guidelines around pregnancy;
- Sexual exploitation, domestic abuse, grooming and child criminal exploitation
- FGM including the physical and emotional damage it can cause, the law, and how to access support;
- Online safety as well as how data is generated, collected and may be shared online.

Additionally, as part of RSE, all students will receive physical and mental health education including:

- The importance of exercise, nutrition and sleep, especially with regards to mental health and exam stress;
- The steps students can take to protect their own and others' mental and physical health and wellbeing, including the benefits of exercise, hobbies, limiting the excessive use of electronic devices and spending time outdoors and with friends;
- Safeguarding and consent, including areas such as peer on peer abuse and how to report this.
- The importance of being involved in local charities and volunteering, and the effect this can have on their mental wellbeing;
- Mental health issues and what students can do to improve their resilience in the face of isolation, loneliness, unhappiness, bullying and the negative impact these have on health and wellbeing;
- Factual information about the prevalence and characteristics of more serious mental and physical health conditions, eating disorders, drugs, alcohol and information about effective interventions;
- How students can judge when they, or someone they know, needs support and when and where to seek confidential, professional help;
- To understand areas of sexual health and the related mental and physical issues including puberty, relationships, reproduction, menstruation, contraception, parenthood, sexually transmitted infections (including AIDS) and the risks involved in sexual activity;
- To help students be positive and confident about the physical, emotional and moral aspects of their own sexual identity.

CGS ensures that teaching of relationships and sex education is sensitive and age appropriate in both approach and content and it is the school's aim to ensure that the RSE curriculum is appropriately matched to each year group and their specific needs. See the Personal development curriculum plan for more information on our website.



Teaching and quality of provision

The leader of Personal development and senior line manager are responsible for the organisation, monitoring and evaluation of the RSE programme, which is delivered predominantly during PD lessons, once a fortnight. Lessons are strictly monitored to ensure coverage and quality. Staff work to the guidelines set out in the CGS policy and within Government legislation. Teachers are given support and training to ensure that programmes are delivered sensitively and effectively across all key stages.

Ground rules are developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to reflect safeguarding procedures and potential disclosures of suspected risk to a student's welfare, risk of harm or other safeguarding issues. Teachers will follow school safeguarding procedures within the CGS safeguarding policy.

Active learning techniques such as role-play, paired and group discussion, interviews and presentations are used as much as possible, to teach RSE. Students are also given the opportunity to reflect on what they have learnt using a journal.

Appropriate questions from students will be answered honestly and openly and without judgement. The underlying philosophy of this policy is to develop self-respect in young people enabling them to develop loving, caring relationships and appreciate the moral considerations and personal responsibilities within relationships and towards others.

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via Deputy Head (Pastoral).

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about student safety, it will not be answered in front of the whole class. The member of staff will discuss their concerns with a member of the SAFE team or the Designated Officer, as appropriate. In cases of concern over sexual abuse, the school child protection procedures will be followed.

Most of RSE is delivered in mixed sex tutor groups, however sometimes students will also be given the opportunity to discuss what has been covered in single sex groups where they might feel more comfortable

External agencies

To ensure that our students receive high quality RSE we may employ professional agencies to deliver aspects of its curriculum:

- The school will work effectively in partnership with parents, health professionals and others in the wider community to enhance the provision.
- Visiting experts to the school have a discrete role and responsibility for providing SRE both informally and formally. Visitors **may** be used to complement but never substitute or replace planned provision.
- Any 'visitor' to the classroom is bound by the school's policy on confidentiality, regardless of whether they or their organisation has a different policy. It is therefore important to make sure visitors are aware of this



Religion, belief, and equality

CGS strongly promotes a whole school ethos of equality and respect for all religions and beliefs. Subsequently, we:

- Will not discriminate against any student based on any protected characteristic they have under the Equality Act 2010;
- Consider the needs of all of our students including additional support for students with certain protected characteristics;
- We will make any reasonable adjustments to alleviate any disadvantage faced by students, including those with SEND or Social, Emotional and Mental Health needs, including tailoring subject content specific for those students where necessary;
- Will ensure assumptions are not made based on characteristics including those relating to gender or racial identity;
- Will fully integrate LGBTQ+ issues into programs of study and the wider school including partnering with external agencies. This includes ensuring that all students understand the importance of equality and respect including sexual orientation and gender reassignment.

Confidentiality and safeguarding

Students' confidentiality is respected in all RSE lessons and they are made aware of the fact that what they say in lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk. Children and staff are made aware of how to raise concerns or make a report about any issues they may find, including sensitive content including suicide and self-harm. Please see the child protection / safeguarding policy for further information.

Right to be excused from sex education

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education, other than that covered by the national curriculum. Please see our parents' information booklet for more information. There is no right to withdraw from Relationships Education or Health Education under the Education Act.

Communication of policy

This policy is communicated through reference to all staff through annual Safeguarding training and is published on the staff information drive and on the school website.

Evidence of implementation

Completion of Safeguarding training is logged by the school. This information is also shared with the People and External Relations committee.

Review of policy

This policy shall be reviewed every three years by the People & External Relations Committee.



Appendix 1 Supporting documentation

Relationships Education, Relationships and Sex Education (RSE) and Health Education draft guidance February 2019

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (draft statutory guidance)

DfE (2019) 'Relationships Education, Relationships and Sex Education, and Health Education in England:

Government consultation response'

DfE (2019) 'All pupils will be taught about mental and physical wellbeing'

<https://www.gov.uk/government/news/all-pupils-will-be-taught-about-mental-and-physical-wellbeing>

Select Committee on Education: Why teach PSHE and SRE in schools? Department for Education (SRE 364) para

2.

House of Commons briefing paper number 06103, 1 August 2018: Relationships and Sex Education in Schools (England)

Department of Health, Annual Report of the Chief Medical Officer 2012: Our Children Deserve Better: Prevention Pays (24 October 2013), p 7.

Department for Education, the Impact of Pupil Behaviour and Wellbeing on Educational Outcomes (November 2012) Research Report DFE-RR253.

House of Commons Education Committee: Life lessons: PSHE and SRE in schools, 2015

Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021)