

CRESSEY COLLEGE

RELATIONSHIP & SEX EDUCATION POLICY and HEALTH EDUCATION (RSE)

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Amendment Record

This Relationship & Sex Education Policy and Health Education is reviewed to ensure its continuing relevance to the direction and processes that it describes. A record of additions, admissions and amendments is given below:

Version	Amendments	Date
1	Annual update to Policy. Minor amendments to formatting. Approved at Management meeting dated 23 Feb 16. Authorised by JH, approved by Headteacher - AB.	01 Sept 16
2	Annual update to Policy. Approved at Management meeting dated 30 Aug 17. Authorised by AP, approved by Head Teacher – AC.	01 Sept 17
3	Annual update to Policy. Approved at Management meeting dated 29 Aug 18. Authorised by AP, approved by Head Teacher – AC.	01 Sept 18

1. This policy was developed in response to the new DfE draft guidance (2018) for Relationship & Sex Education, DfE Advice SMSC 2014, the National Teenage Pregnancy Strategy and National Healthy Schools Programme,.

What Is Relationship & Sex Education?

2. RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. Relationship Education & Sex education is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

4. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want. Students aged 16 + can decide if they wish to remove themselves from RSE.

Principles and Values

5. In addition, Cressey College believes that RSE should:

- a. Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- b. Be an entitlement for all young people.
- c. Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- d. Be set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- e. Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- f. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- g. Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, sharing with them the content of programmes.
- h. Recognise 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.

Main elements

6. Sex and Relationship Education in this school has three main elements:

a. Attitudes and Values

- 1) Learning the importance of values, individual conscience and moral choices.
- 2) Learning the value of family life, stable and loving relationships, and marriage.
- 3) Learning about the nurture of children.

- 4) Learning the value of respect, love and care.
 - 5) Exploring, considering and understanding moral dilemmas.
 - 6) Developing critical thinking as part of decision-making.
 - 7) Challenging myths, misconceptions and false assumptions about normal behaviour.
- b. It is important that we support our students to identify and develop these values as they progress through their school years. For example;
- 1) Friendships is a central thread of primary RSE.
 - 2) The importance of respect and consent in intimate relationships is developed at secondary level.
- c. **Personal and Social Skills**
- 1) Learning to manage emotions and relationships confidently and sensitively.
 - 2) Developing self-respect and empathy for others.
 - 3) Learning to make choices with an absence of prejudice.
 - 4) Developing an appreciation of the consequences of choices made.
 - 5) Managing conflict.
 - 6) Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- d. **Knowledge and Understanding**
- 1) Learning and understanding physical development at appropriate stages.
 - 2) Understanding human sexuality, reproduction, sexual health, emotions and relationships.
 - 3) Learning how to resist unwelcome pressures to be sexually active.
 - 4) Learning about contraception and infection avoidance and the range of local and national sexual health advice, contraception and support services.
 - 5) Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
 - 6) The avoidance of unplanned pregnancy and STIs.
 - 7) Learning about pregnancy.
 - 8) Understanding the legal aspects of sexual behaviour.
 - 9) Learning about the links between sexual health and alcohol.
 - 10) Understanding the positive benefits of loving, rewarding and responsible relationships.
 - 11) Learning about the impact of coercion and violence and understanding that consent is critical.

Aims

7. The aim of RSE is to provide balanced factual information about human reproduction, together with

consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- a. Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- b. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- c. Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- d. Communicate effectively by developing appropriate terminology for sex and relationship issues.
- e. Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- f. Understand the arguments for delaying sexual activity.
- g. Understand the reasons for having protected sex.
- h. Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- i. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- j. Know how the law applies to sexual relationships.

Organisation and Content of Sex and Relationship Education

8. Cressey College specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons at KS3, and KS4.

9. At primary level the programme of learning includes "Understanding Physical Development, Health and Wellbeing". This will be the basis of the statutory entitlement that all primary pupils should receive.

10. Much of the Sex and Relationship Education at Cressey College takes place within PSHE lessons. Teaching staff generally deliver the PSHE Curriculum with support from professionals where appropriate. Tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

11. The PSHE Programme and Science National Curriculum is taught in every year.

12. Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

13. More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered by the Deputy Head Teacher who will help with planning or delivery of lessons if required.

14. Assessment is carried out weekly and at the end of every half term and involves teacher and student assessment of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

15. *Ethnic and Cultural Groups*

16. We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

17. *Students with Special Needs*

18. 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.

19. *Sexual Identity and Sexual Orientation*

20. 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.

21. *Challenging negative attitudes*

22. Our whole school approach is to challenge all incidents of bullying, including incidents of sexist, sexual and transphobic bullying.

Right of Withdrawal of Students from Sex and Relationship Education

23. Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses. Parents wishing to withdraw their child should contact the Head Teacher in the first instance.

Confidentiality, Controversial and Sensitive Issues

24. Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Head Teacher of any disclosure unless the Head Teacher has specifically requested them to do so but any concern would be expected to be raised with the Senior Teacher.

25. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- a. The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- b. Child protection issues will be considered, and referred if necessary to their site's Designated Safeguarding Lead (Senior Teacher).
- c. The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

26. 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 first.

27. 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.

Monitoring and Evaluation of Sex and Relationship Education

28. It is the responsibility of the PSHE teaching staff and the Deputy Head Teacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE teaching staff will meet half termly as part of our cycle of core group meetings.

29. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Additional Information

30. DFE Advice - Improving the Spiritual, Moral, Social and Cultural Development of Pupils (Nov 2014).

Appendices

Key Stage 1 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study: (NC, 1999)	Questions to help pupils to explore RSE within the national curriculum
<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> About the process of growing from young to old and how people's needs change The names of the main parts of the body Rules for, and ways of, keeping safe...and about people who can help them to stay safe <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> To recognise how their behaviour affects other people To listen to other people, and play and work cooperatively To identify and respect the differences and similarities between people That families and friends should care for each other That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying 	<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> That animals, including humans, move, feed, grow, use their senses and reproduce <p>Humans and other animals</p> <ul style="list-style-type: none"> To recognize and compare the main external parts of the bodies of humans and other animals That humans and other animals can produce offspring and that these offspring grow into adults 	<ul style="list-style-type: none"> What are the differences between girls and boys' bodies? What are the correct words for the external parts of our bodies ? Where do babies come from? How much have I changed since I was a baby? How do I feel about these changes? What do I understand about keeping secrets? Who can I tell if I have a secret or worry? What is the difference between good touch and bad touch? How can I be a good friend? How do I like to be treated by people I know including friends and family? How am I different and similar to other people?

Key Stage 2 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study: (NC, 1999)	Questions to help pupils to explore RSE within the national curriculum
<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way 	<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> That the life processes common to humans and other animals include nutrition, movement, growth and reproduction <p>Humans and other</p>	<ul style="list-style-type: none"> How do I feel about physical and emotional changes at puberty? What skills do I need to cope with my feelings such as mood swings? How do boys and girls' bodies change during puberty? What is the normal variation in our bodies – before and after puberty? How does puberty vary for

<p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> • About how the body changes as they approach puberty • To recognise the different risks in different situations and then decide how to behave responsibly, including, judging what kind of physical contact is acceptable and unacceptable • That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> • That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships • To recognise and challenge stereotypes • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • Where individuals, families and groups can get help and support 	<p>animals</p> <ul style="list-style-type: none"> • About the main stages of the human lifecycle 	<p>each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition?</p> <ul style="list-style-type: none"> • How is puberty part of my sexual development (including production of eggs/sperm)? • How does the sperm and egg meet during sexual intercourse and can conception be prevented? • What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends? • What are some of the ways that people behave in a loving and happy relationship? • What kinds of abuse could happen in relationships, including hurting feelings and violence? • Are there different expectations about how girls and boys behave in relationships and what other choices do they have? • What is sexist bullying and homophobic bullying and what skills do I need to do something about it? • Who can I talk to if I am unhappy or worried?
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Key Stage 3 – Sex and Relationships Education in the Curriculum		
<p>PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)</p>	<p>Science: Statutory Programme of study: (QCA 2007)</p>	<p>Questions to help pupils to explore RSE within the national curriculum</p>
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • examples of diverse values encountered in 	<p>Range and content should include:</p> <p>Organisms, behaviour and health</p> <ul style="list-style-type: none"> • The human reproductive cycle includes 	<ul style="list-style-type: none"> • What is normal physical development during adolescence and what is a positive body image? • What is sexual attraction and sexual orientation and how does it vary

<p>society and the clarification of personal values (a)</p> <ul style="list-style-type: none"> • physical and emotional change and puberty (c) • sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities (d) • the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement (i) • different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships (j) • the nature and importance of marriage and of stable relationships for family life and bringing up children (k) • the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities (m) 	<p>adolescence, fertilisation and foetal development</p> <ul style="list-style-type: none"> • Conception, growth, development, behaviour and health can be affected by diet, drugs and disease <p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health <p>Explanatory notes:</p> <p>Sexual health: includes issues related to contraception, pregnancy and disease</p> <p>Diet, drugs and disease: This includes...the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.</p>	<p>between people?</p> <ul style="list-style-type: none"> • How do friends, culture, faith and family influence beliefs and attitudes to sex and relationships? • How may our relationships with peers and family change during adolescence? • How do I feel about these changing relationships? • What skills do I need to cope with this? • What messages about our bodies, sex and relationships does the media present and how is this different to reality? • How does this make me feel? • What is my attitude to positive body image, how does this vary for men/women/disabled people, and how are my views affected by peers, family, community and the media? • What affects our self-esteem – and how does self-esteem affect our emotional health and relationships with others? • What factors makes a loving and happy relationship? • What factors can make relationships unhappy? • What is equality in relationships and what are the characteristics of unequal relationships? • What is the value of stable relationships and how are people affected by separation and loss? • What are the different ways of expressing sexual intimacy, and what are the associated risks of STIs and pregnancy? • What is the law on consent to sexual activity? • What do I understand about consent in relationships? • What skills and attitudes do I need to develop in relationship to it? • How do I assess risk in sex and relationships? • What are some of the influences on our choices about sex and relationships and how can I deal with peer pressure? • How do males/females behave differently in relationships and what other choices do they have? • How does alcohol and drugs affect sexual behaviour? • What are sexually transmitted infections, how are they transmitted,
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		<p>treated, tested and prevented (including condoms)?</p> <ul style="list-style-type: none"> • What is the role of hormones in the menstrual cycle and how does fertility change with age? • How do women get pregnant and what sexual activities can / cannot lead to conception? • What choices does a woman have if she gets pregnant, including keeping the baby, abortion and adoption? • What are the different types of contraception including emergency contraception and how are these used? • How can I talk to my parents or a trusted adult if I need help and advice? • What can I expect from contraception and sexual health services and where and when are these services available?
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Key Stage 4 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)	Science: Statutory Programme of study: (QCA 2007)	Questions to help pupils to explore RSE within the national curriculum
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them (a) • how the media portrays young people, body image and health issues (b) • the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities (d) • where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and 	<p>Pupils should be taught:</p> <p>Organisms and health</p> <ul style="list-style-type: none"> • Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments 	<ul style="list-style-type: none"> • How can conflict arise in relationships with my peers, family and others and how can I deal with it? • What are my relationships values? • How can good communication lead to more understanding and fulfilling relationships? • What are some of the sources of power in relationships including financial, emotional, age and gender and what are the options in relationships where power is unequal? • How skills do I need to resist pressure to do things I don't want to do - from peers and in a sexual relationship? • What can I do to retain control in risky situations? • How can I cope with strong feelings such as anger, sadness, desire and love? • What are the features of different methods of contraception and what protection do they offer in terms of STIs and pregnancy? • Is responsibility for contraception and

<p>minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid (e)</p> <ul style="list-style-type: none"> • characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis (f) • parenting skills and qualities and their central importance to family life (h) • the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances (i) • the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse. (j) 		<p>protection shared in relationships and how can responsibility be negotiated?</p> <ul style="list-style-type: none"> • How do alcohol and drugs affect sexual decision-making and what strategies can reduce the risks? • What are the responsibilities of being a parent and what skills do I need? • How can I contribute to challenging bullying, homophobia, sexism and discrimination? • What are some of the social and personal impacts of having an STI, for example HIV, and how can social stigma be challenged? • What is my attitude to the way in which the media present sex and relationships and how is reality distorted, for example in pornography? • What sexual and reproductive rights do I have as a young person (including rights relating to information, healthcare, confidentiality and the law)? • How can I talk to my parents or a trusted adult if I need help or advice? • What is the full range of services, help and information available to me including local contraception and sexual health services, counselling, pharmacists, GPs, drop-in services for young people, telephone help-lines and internet sites? • Am I confident enough to access help and support?
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***It should be noted that the elements of RSE included in the Science curriculum have been statutory since 1996 and parents do not have a right to withdraw their children from this.**