



COTHAM SCHOOL

Relationships and sex education policy

Version control

The table below shows the history of the document and the changes made at each version:

Version	Date	Summary of changes
1.0	Jan 2021	

Approved by Governors:

Policy Author: D Leong

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexual orientation and gender identity and expression (SOGIE), and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

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 Cotham School, which has delivered relationships and sex education within Personal, Social and Health Education (PSHE) lessons for many years, the new guidance will not significantly alter the content studied by students. Most of the new statutory requirements have been at the core of the PSHE curriculum at Cotham for over 10 years.

2. Statutory requirements

From 2020 state schools have a statutory requirement to deliver a comprehensive Relationship and Sex Education (RSE) curriculum to their students. As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#). The government requires that schools teach the RSE curriculum under the following headings:

- Families
 - Respectful relationships, including friendships
 - Online and media
 - Being Safe
 - Intimate and sexual relationships including sexual health*
 - Mental Wellbeing
 - Internet safety and harms
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- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent Body

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 Cotham School we teach RSE as set out in this policy.

Equalities Duty

Schools are required to comply with relevant requirements of the Equality Act 2010. Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, or sexual orientation. Under the Equality Act 2010 all students have the right to be taught about relationships and to understand what the law does and does not allow. Students with SEND have an equal right to RSE under the terms of the Equality Act 2010. Under exceptional circumstances the headteacher may want to take a pupil's specific needs arising from their SEND when considering whether a child should be withdrawn from lessons.

3. Policy development

Following [an audit of RSE in 2019](#) when the school became an early adopter school, this policy has since been developed in consultation with students, staff and parents/carers. The consultation and policy development process involved the following steps:

- Governor Consultation - the initial draft of the RSE policy has been discussed with governors.
- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Student consultation - a cross-section of students representing every year group were invited to give feedback and views on what they wanted their RSE curriculum to look like.
- Parent/stakeholder consultation – parents and any interested parties were invited to give feedback and views on the policy.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

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

Schools have a responsibility to provide age appropriate lessons and to inform parents about what is taught and when. The current PSHE curriculum is published on the school website. Intimate and sexual relationships content will be covered in year 10. The bulk of RSE content will be delivered in discrete PSHE lessons by specialist teachers. Other subjects will teach lessons that complement the RSE curriculum e.g. Science teaching lessons on reproduction and Food Technology teaching what is meant by a healthy and balanced diet, and its importance to the human body. The school will ensure that parents know what will be taught and when by publishing the full PSHE curriculum on the school website and outlining the RSE elements of the PSHE and Science Curriculum in Appendix A below. In addition, the school audited the Spiritual, Moral, Social and Cultural (SMSC) provision across all the subjects in the school (available to view on the school website [here](#)).

Cotham has the same high expectations of the quality of students' work in RSE and PSHE as for other curriculum areas. Lessons are planned to ensure that pupils of differing abilities are suitably challenged. RSE and PSHE are subject to the same level of quality assurance as other curriculum subjects (e.g. learning walks and work scrutinies). Students in year 9-11 work towards a level 2 qualification in 'Personal Wellbeing', one unit entitled 'Sex and Relationships Education'. This will be taught in terms one and two of Year 10. This unit includes the content from which parents can legally withdraw their children (bearing in mind that if a child wishes they can attend sex education lessons without their parents' consent three terms before they turn 16). Our curriculum is set out as per Appendix A but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, 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 PSHE education curriculum. Biological aspects of RSE are taught within the Science curriculum.

For more information about our RSE curriculum, see Appendix A.

The 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, LGBTQ+ 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).

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 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.

Different elements of RSE are delivered by the PSHE teachers, Science teachers and Religion, Ethics and Philosophy (REP) teachers at Cotham School.

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (i.e. those lessons which come under the heading 'Intimate and sexual relationships including sexual health') 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. Students can legally attend these lessons without the consent of their parents

during the three terms preceding their sixteenth birthday (in other words, once they are 15 years old).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher, or appropriate representative, will discuss the request with parents and take appropriate action.

9. 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 school 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Headteacher through a review of the SMSC provision across the school, including the PSHE curriculum and elements of the REP and Science curriculum; learning walks; work checks and student voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Deputy Headteacher. At every review, the policy updates will be approved by the Learning and Wellbeing committee of the governing body.

Appendix A: Curriculum map

Students will learn elements of RSE in:

PSHE

Year 7

- A. understand what PSHEE stands for (Personal Social Health Economic Education).
 - B. describe how they and others see themselves.
 - C. explain what is meant by positive and negative self esteem and their potential effects on wellbeing and attainment.
 - D. identify different types of bullying (eg the bystander effect) and explain how bullying can affect both the perpetrator and victim.
 - E. understand what is meant by emotional wellbeing and can identify different and complex emotions.
 - F. identify a variety of ways in which to promote physical and emotional wellbeing.
 - G. understand the links between good physical and emotional health.
 - H. describe the connection between self-esteem and drug use.
 - I. define the term 'drug' and recognise that drugs can have positive and negative effects on the body and brain.
 - J. understand some of the reasons why a person might use drugs.
 - K. understand what is meant by drug dependency or addiction.
 - L. describe the health risks of smoking.
 - M. outline the potential consequences of solvent abuse/volatile substance abuse.
 - N. understand which drugs are legal or illegal in the UK.
 - O. understand that illegal drugs have different classifications.
 - P. demonstrate an informed opinion on the use of Cannabis for medical and recreational purposes.
 - Q. describe the physical, intellectual, emotional and social effects of alcohol use.
 - R. understand what is meant by a 'unit' of alcohol.
 - S. understand what is meant by 'responsible drinking' in relation to alcohol.
 - T. understand the importance of a good night's sleep for a person's physical, intellectual, emotional and social wellbeing (PIES).
 - U. understand how changes in the adolescent body can affect a person's PIES aspects of wellbeing.
 - V. understand the difference between facts and opinion and that sometimes media and politicians can blur the lines (eg fake news/conspiracy theories).
 - W. understand that sources of information (eg online) have differing levels of trustworthiness.
 - X. understand how decisions can be influenced by other people (eg do people make better decisions as part of a group or individually?).
 - Y.
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Year 8

- A. explain what good parenting looks like.
- B. understand how Maslow's Hierarchy of Needs explains how people can develop their full potential.
- C. explain why some country's populations are 'happier' than others.
- D. describe how a person can look after their physical intellectual emotional and social wellbeing (PIES).
- E. understand what is meant by and give examples of 'stereotyping'.
- F. give examples of sexist stereotyping and understand how it can affect boys and girls.
- G. explain what is meant by homophobia and the effects of stereotypes on LGBT people.
- H. understand what is meant by 'identity' and the different factors that can make up a
- I. person's identity.
- J. research the origins of their name (first/ middle/ surname) and consider how their name reflects their own sense of self and identity.
- K. understand what is meant by gender identity and explain the meaning of the term 'transgender'.
- L. understand what is meant by racial identity and what racist behaviour looks like
- M. research examples of racist incidents that led to the founding of the 'Black Lives Matter' campaign in the USA.
- N. understand how subject choice and career choice might be affected by gender stereotypes.

Year 9

In Year 9 students start a GCSE (Level 2) qualification in 'Personal Wellbeing'. Students will gain their Level 2 qualification in Year 11 based on continuous assessment completed in lessons.

Students will study a number of units each carrying either 1 or 2 credits.

Healthy Lifestyles (2 credits)

Students need to:

- A. explain what is meant by a healthy and balanced diet.
 - B. describe the essential food groups in a balanced diet and their importance to the human body.
 - C. describe how lack of exercise can affect the human body.
 - D. assess three different types of exercise/sport/activity and their effect on the human body.
 - E. describe the effects of stress on the human body.
 - F. describe the importance of a work-life balance on emotional and mental well-being.
 - G. assess own lifestyle in relation to physical and mental health and emotional wellbeing to current guidelines.
 - H. assess sources of information and/or support and how they can be accessed.
 - I. produce a plan to improve their own lifestyle.
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Drugs and Substance Misuse (1 credit)

Students need to:

- A. give examples of legal and illegal drugs.
- B. explain why people use drugs and substances legally.
- C. explain why people misuse substances.
- D. show awareness of the ethical arguments for and against the legalisation of (some) drugs.
- E. describe the risks of drug and substance misuse.
- F. show understanding of the long term effects of drugs misuse.
- G. describe where to get help/support for drug related issues.

Bullying (1 credit)

Students need to:

- A. describe different types of bullying.
- B. explain what the term 'victim' means in terms of bullying.
- C. describe the effects of bullying on attitudes and behaviours.
- D. describe the emotions that might be felt by a victim of bullying.
- E. look at ways in which the self-esteem of victims can be raised.
- F. describe interventions that can help both the victim and the bully.
- G. describe sources of help and support.

Body Image (1 credit)

Students need to:

- A. define what is meant by 'body image'.
- B. compare examples of positive and negative portrayals of bodies in the media.
- C. describe how body image can be influenced by different societies or cultures.
- D. describe how the perception of beauty varies from culture to culture.
- E. describe how the perception of beauty has changed through history.
- F. describe influences on own body image.

Eating Disorders (1 credit)

Students need to:

- A. describe different eating disorders.
 - B. describe the signs and symptoms of different eating disorders.
 - C. describe the possible short-term and long-term effects of health of each eating disorder.
 - D. describe the connections between food and feelings.
 - E. explain why abnormal eating habits may develop.
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F. assess information and support available relating to eating disorders.

Year 10

Sex and Relationships (2 credits)

Students need to:

- A. define what is meant by 'sexuality' and 'sexual orientation'.
- B. outline different sexual relationships.
- C. describe what is meant by a consensual sexual relationship.
- D. describe the risks associated with a sexual relationship.
- E. describe potentially high risk situations.
- F. describe how risk can be minimised or avoided.
- G. describe legal issues in relation to age of consent, marriage, cohabitation and abuse.
- H. describe changes in the male and female body during sexual activity.
- I. compare methods of contraception.
- J. describe the causes and effects of STIs including HIV and AIDS.
- K. describe how to maintain good sexual health.
- L. describe sources of further information and support, such as Unity Sexual Health Services.

Understanding Stress (1 credit)

Students need to:

- A. define what is meant by 'stress'.
- B. describe the biological function of stress.
- C. give positive and negative examples of stress.
- D. describe a range of possible causes of stress.
- E. describe how people feel in a stressful situation.
- F. describe the effects of stress on behaviours.
- G. make suggestions about how to reduce stress.
- H. know where to get support for people experiencing stress.

Equality and Diversity (2 credits)

Students need to:

- A. define the term 'equality'.
 - B. describe key legislation in relation to equality.
 - C. describe the cases of inequality in a range of situations.
 - D. describe organisational bodies who work on equality issues, such as Trade Unions.
 - E. define the term 'diversity'.
 - F. describe key legislation in relation to diversity.
 - G. describe cases of positive and negative stereotyping.
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- H. explain how diversity can benefit society.
- I. explain the difference between discrimination and prejudice.
- J. state the areas of discrimination covered by legislation.
- K. explain the difference between direct and indirect discrimination.
- L. give examples of direct and indirect discrimination.

Year 11

Students will continue with the Personal Wellbeing qualification for 1 term.

Understanding Risk (1 credit)

- A. describe situations that pose a risk to themselves and others.
- B. describe situations involving risk where pressure could be used to influence others.
- C. describe the positive and negative aspects of risk (eg with relation to personal finance and credit online gambling etc).
- D. identify factors to consider when taking a risk.
- E. describe the importance of assessing and managing risk.
- F. assess risk in a given situation (eg in the workplace).
- G. compare possible strategies to manage a risk.
- H. describe reasons for own risk-taking.
- I. describe feelings that risk-taking can give.

Self Esteem and Identity (1 credit)

Students need to:

- A. describe what is meant by 'personal identity'.
- B. explain the factors that contribute to a positive sense of self.
- C. explain what is meant by self-esteem and self-concept.
- D. explain what is meant by 'confidence'.
- E. describe the links between personal identity and self-esteem.
- F. explain how positive self-identity can contribute to wellbeing.
- G. explain how a positive personal identity can help an individual contribute to society.

SCIENCE

Year 7

- A. Structure and function of body systems.
- B. Reproduction.

Year 8

- A. Health and Lifestyle
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Appendix B: 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 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

<p>Online and media</p>	<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
<p>Being safe</p>	<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)
<p>Intimate and sexual relationships, including sexual health</p>	<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

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| | <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● 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 |
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Appendix C: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Tutor group	
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	