

Relationships and Sex Education at Chipping Sodbury School

What has changed?

The government has made Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory.

RSE and Health Education will be taught within the wider, PSHE curriculum during Life Learning lessons, which are timetabled on a Wednesday Week 2 Period 1.



**Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education**

Why have these elements been made compulsory?

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The new RSE and Health Education will help young people embrace the challenges of creating a happy and successful adult life, have the **knowledge to enable them to make informed decisions about their wellbeing, health and relationships** and to build their self-efficacy. **Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.** Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to **know how and when to ask for help, and to know where to access support.**

Relationships and Sex Education

Relationships and Sex Education will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Our school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching 'relationships, sex and health education' on GOV.UK

What is the difference between the Relationships and Sex Education parts?

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception, safer sex, sexually transmitted infections and sexual health.

Relationship Education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.'

Health Education



Department
for Education

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching 'relationships, sex and health education' on GOV.UK.

How does the Equality Act impact on RSE/Health Education?

- We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality, tolerance and respect.
- We comply with the Equality Act 2010 and understand schools are required to have due regard to the need to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
 - advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it (relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation).



New Guidelines

DfE Topics

Mental wellbeing

Internet safety and harms

Drugs alcohol and tobacco

Respectful relationships, including friendships

Online and media

Intimate and sexual relationships, including sexual health

Citizenship

Physical health and fitness

Healthy eating

Health and prevention

Basic first aid

Changing adolescent body

Families

Being Safe

Physical health and fitness

- associations between physical activity and mental wellbeing,
- what constitutes a healthy lifestyle
- maintaining a healthy weight, links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- the science relating to blood, organ and stem cell donation

Healthy eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Health and prevention

- personal hygiene
- germs
- antibiotics
- Dental Health
- Immunizations & Vaccines
- Self-examinations
- Importance of sleep

CPR/First Aid

- Basic treatment for common injuries
- Life-saving skills, including how to administer CPR
- The purpose of defibrillators and when one might be needed

Families

- Different types of families,
- Marriage
- Roles and responsibilities of parents
- Judge when a family, friend, intimate or other relationship is unsafe

Being Safe

- 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
- How these can affect current and future relationships

DfE Topics requiring classroom lessons

Topic
Mental Health
Internet safety and harms
Drugs alcohol and tobacco
Respectful relationships, including friendships
Families
Online and Media
Citizenship Catch Up
Intimate and sexual relationships, including sexual health
Basic first aid

DfE Topics taught in other subject areas (KS3 & KS4)

Physical health and fitness	PE
Healthy eating food	Food Technology
Health and prevention	Science
Changing adolescent body	Science
Relationships	RE

Where relevant links will be made between topics and other curriculum areas, notably Science, RE, PE, Food Technology and during school assemblies.

Right to withdraw your child from Sex Education

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- **Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.**
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

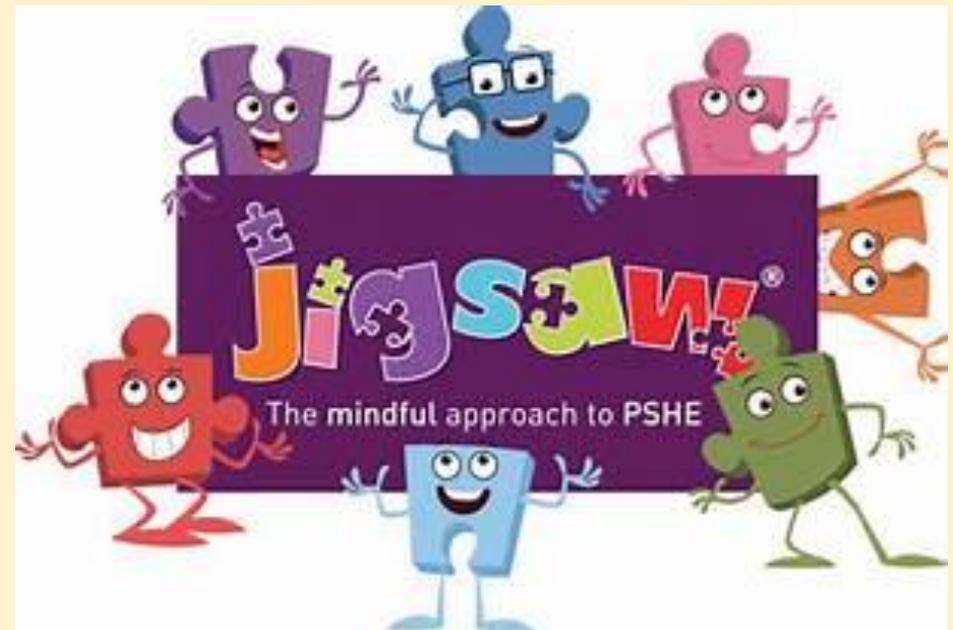
Planning and resources

We have developed our lesson plans and schemes of work based on a range of approved and recommended sources, for example, some of our resources are linked to resources produced by the [PSHE Association](#) website and for year 10 and 11 [Jigsaw PSHE](#).

Where possible we have external specialists in to deliver sensitive topics.

We've worked hard to make sure that our new curriculum reflects:

- ✓ Our values of equality, inclusion and respect for all students and communities;
- ✓ Our students' age and maturity levels, as well as their cultural and religious backgrounds;
- ✓ Every students' learning needs; and
- ✓ What students need to know to be healthy and safe in school, in their personal relationships and in the wider world.



Ensuring clear and appropriate boundaries

Teachers will establish clear boundaries of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- no-one (teacher or student) will have to answer a personal question
- no-one will be forced to take part in a discussion
- the correct names for body parts will be used
- sensitivity will be shown towards those of particular faith backgrounds
- nothing should be said that could be construed as embarrassing or offensive to other pupils or students.

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the pastoral team.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Designated Safeguarding lead as appropriate.

In cases of concern over sexual abuse, the school's Child Protection Procedures will be followed.



Students are always reminded of safeguarding reporting systems and I will always inform the safeguarding team when we are covering sensitive topics.

Consultation

Relationship and
Sex Education (RSE)
Consultation



As part of the RSE consultation process, we seek your views on our RSE Policy. On the school website you will see a copy of our proposed RSE policy and a visual guide of the RSE curriculum.

You will be sent an online survey link to invite you to submit responses to the consultation questions.

We will also be carrying out a survey with our staff and students to help evaluate areas of strength and development.

We will consider all responses to the consultation that we receive by the 1st July.