

# Appendix 1 to the Relationships and Sex Education Policy

## CSS Relationships and Sex Education Procedures

Last Review: November 2024

### Vision & Objectives

#### Vision

At Chipping Sodbury School, we believe that high quality Relationships and Sex Education will stay with our pupils for life. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships, with students having a clear understanding of what is acceptable and unacceptable behaviour in a relationship. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. At Chipping Sodbury School, we aim to build on the RSE programme covered in Primary School, therefore continuing to further pupils' understanding of healthy relationships.

#### Objectives

In this school Relationships and Sex Education refers to:

- i. The development of skills, knowledge and strategies children need to keep themselves safe, happy and well both online and in the real world.
- ii. Teaching the characteristics of positive, healthy and respectful relationships – including learning about how to effectively communicate consent, how to recognise consent from others and a person's right to withdraw consent.
- iii. Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity.
- iv. Teaching about healthy, respectful, non-exploitative and non-coercive behaviours.
- v. Teaching about the concepts and laws relating to the age of sexual consent, sexual exploitation, domestic abuse, grooming, rape, forced marriage, FGM and honour-based violence – including how these can impact current and future relationships.
- vi. Developing an understanding of sexuality, gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:
  - a. Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes).
  - b. Gender identity.
  - c. Home background (e.g. different family make-up).
  - d. Ethnicity.
  - e. Gender.
  - f. Special educational needs and disability.
- vi. Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; ensuring access to up to date and correct factual information.
- vii. Effective teaching and learning that supports pupils to develop safe, fulfilling and healthy sexual relationships at the appropriate time – including learning about the choice to delay first sex and the right to enjoy intimacy without having sex.
- viii. Teaching about the impact of viewing harmful and/or sexually explicit material – including the extent to which pornography presents a distorted picture of sexual behaviours, damaging the way people see themselves in relation to others and negatively affecting how they behave towards sexual partners.

- ix. Teaching about safer sex and sexual health, to ensure pupils are equipped to make safe, informed healthy choices as they progress through adult life – including learning about fertility, pregnancy and avoiding unplanned pregnancy.
- x. Develop young people’s knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services.

### **Subject content, organisation and delivery**

We have a whole school approach to RSE as follows:

- i. RSE content will be delivered through timetabled Life Learning lessons.
- ii. We will also cover elements of our content through other curriculum subjects, notably science.
- iii. We have developed our lesson plans and schemes of work based on a range of approved and recommended sources, for example resources produced by the PSHE Association; for Y7, Y8, Y12 and Y13 Wellio and for Y10 and Y11 Jigsaw PSHE.
- iv. Lessons are age appropriate and content will be made accessible to all pupils, including those with SEND.
- v. We have a proactive and planned approach to involve external professionals (e.g. school health nurse) in supporting delivery and development.

### **Parents’ rights**

Chipping Sodbury School believes that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will proactively seek to develop regular and ongoing communication with parents and carers to ensure our policy for, and delivery of, relationships, sex and health education balances the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff.

At Chipping Sodbury School, we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- i. There is no right to withdraw from Relationships Education at secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.
- ii. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education.

If a parent wishes to withdraw their child from sex education, they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher. Once discussions have taken place, except in exceptional circumstances, the school will respect the parents’ request up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

**The role of visitors in the delivery of Relationships and Sex Education**

- i.* Other agencies/professionals and visitors will enhance but not replace our teacher-led programme.
- ii.* Teachers will always be present during sessions facilitated by other agencies/ professionals and visitors.

We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading

**Assessment and evaluation**

- i.* We monitor pupils’ knowledge, skills and understanding by various means including: self-assessment / peer assessment / pupil conferencing / teacher observations / quizzes and questionnaires / the LA Health and Well-being Online Pupil Survey etc.
- ii.* Pupils and staff have opportunities each term to evaluate lessons and approaches by means of: self-reflection/review, pupil conferencing, learning walks, and team meetings.

**Confidentiality and safeguarding**

- i.* We ensure that ground rules are established before lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class as a general rule.
- ii.* We provide a safe, respectful and open learning environment in which children have an opportunity to gain factually accurate information whilst being encouraged to ask questions and enabled to develop their skills, experience and resilience.
- iii.* Pupils are made aware of how to access confidential information and support after the lesson, should they need it.
- iv.* If a pupil discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information.
- v.* Under no circumstances do staff offer unconditional confidentiality to any pupil.

**Appendix A - DfE Requirements – BY THE END OF SECONDARY SCHOOL, PUPILS SHOULD KNOW**

Topic	Pupils should know
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>

Topic	Pupils should know
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
Online and media, including internet safety and harms	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g. pornography may present a distorted picture of sexual behaviours, damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> </ul>
	<ul style="list-style-type: none"> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image or how people may curate a specific image of their life online); over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the abuse of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
Changing adolescent bodies	<ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>