

t: 01252 613483
e: headteacher.pa@cps.hants.sch.uk
w: www.cps.hants.sch.uk



Document Rev 06
Document Review Date: July 25

_____ learners who aspire for themselves and inspire others

CPS-ST-P-POL-006

Relationships and Sex Education Policy

Revision Number	Comments	Date
01	S21/Spring202/VLE Draft Policy for the Teaching of Relationship & Sex Education - Reviewed	March 2021
02	Policy Updated, Re-numbered and re-formatted.	26/3/21
03	Reworked cover page	17/5/21
04	Document re-numbered	13/9/21
05	Reviewed. Minor Changes	13/6/23
06	Reviewed	July 2024

Endorsement

This policy was endorsed for use by Governors on 18/7/24

Rights of the Child: At Calthorpe Park School we promote the UNCRC's Rights of the child and this policy reflects the focus of the following articles specifically:

Article 6: Governments must do all they can to ensure that children survive and grow up healthy.

Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free ... to seek and receive information of any kind as long as it is within the law.

Article 34: Governments must protect children from sexual abuse and exploitation.

Table of Contents

Table of Contents	2
1. Introduction	3
2. Scope	3
3. Delivery of the Relationship and Sex Education programme	3
Attitudes and Values.....	3
Personal and Social Skills.....	4
Knowledge and Understanding	4
4. Methodology and Approach	4
Science.....	5
PSHE Programme.....	5
5. Criteria for the selection of materials and resources	5
6. Dealing with discussion aspects of sexual behaviour which arise incidentally across the curriculum	6
7. Dealing with individual questions from students in a classroom situation	6
8. Procedures for reviewing the effectiveness of the programmes of study	7
9. Parents' right to withdrawal	7
10. Support	7
11. Evaluation & Review	8
Annex 1 – Curriculum Content.....	9
Annex 2 - In Service Training Availability to Staff	12
Annex 3 – The Right of Parents to Withdraw their Children from Some Aspects of Sex Education	13
Annex 4 - Guidelines for Staff Giving Individual Advice on Contraception to Pupils under 16	14
Annex 5 – PSHE Curriculum Overview 2024-2025	15
Annex 6 – References	

1. Introduction

The Governing Body has agreed a policy for Relationship and Sex Education at Calthorpe Park School which:

- prepares students for the opportunities and responsibilities of adult life by promoting the knowledge, attitudes, values and safe behaviour which will enable them to make informed decisions about, and to manage effectively, their interpersonal relationships;
- aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of positive values, moral integrity and respect; encompassing celebration of diversity and the potential richness of family life (irrespective of how a family may be configured).
- promotes clear student understanding of the laws which safeguard an individual's right to choose and to be physically safe and mentally well within relationships; empowers young people to nurture relationships that are "good for them" rather than those which aren't.

2. Scope

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships (including platonic friendships), sex, sexuality and sexual health. It allows students to gain accurate information to inform the choices they make. It also gives young people essential skills for:

- building positive, enjoyable, respectful, loving and non-exploitative relationships
- staying safe both on and offline
- taking responsibility for their body, relationships, reproduction, health (including sexual health) and wellbeing.

3. Delivery of the Relationship and Sex Education programme

The teaching of Relationship and Sex Education is an integral part of a wider Personal, Social, Health and Economic (PSHE) curriculum which is delivered via discrete lessons; via core curricular areas such as Science and via the vehicle of 'Specialist Days', Events and Workshops. There are three core areas covered in the programmes of study:

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, diversity and stable and loving relationships;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;

- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Learning about and understanding the dynamics of positive peer relationships and how to promote them for mutual benefit, including those in a virtual context.
- Developing a robust understanding of 'Keep safe' behaviour in a variety of real world and virtual world contexts, including how and where to get help.
- Learning about and understanding cultural and religious diversity in relation to personal and family relationships
- Understanding key aspects of the law such as those governing the sharing of images and personal information via technologies as well as those in relation to the age and nature of consent, coercive relationships and the definitions and recognition of sexual assault and harassment
- Understanding the spectrum of human sexuality, psychological development and where to seek guidance and advice.
- Learning about and developing understanding of reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy.

At Calthorpe Park School, teaching about the biological aspects of puberty, reproduction and the spread of viruses and transmission of sexually transmitted infections is delivered via our Science Programmes of Study. These topics are compulsory elements of the National Curriculum for Science.

Support for this approach, with increased emphasis on the ethical, attitudinal and personal decision-making dimensions of the topics concerned, will be provided by the PSHE programme.

4. Methodology and Approach

Science

The teaching approach adopted is one where the factual content of a topic is introduced by the teacher, supported by the use of illustrative material in a range of media, as appropriate. Opportunities for students to apply their knowledge in problem solving and other structured situations is provided, as is the opportunity for student discussion and exchange of ideas. Consideration of the various attitudes to a topic and the broader ethical dimensions take place subsequently.

Staff specialisms are used effectively and due consideration is given to the allocation of teaching groups to staff in order to ensure broad curriculum coverage, balance and entitlement.

PSHE Programme

In the PSHE Programme the approach adopted is one where students are engaged in a variety of interactive activities designed to encourage:

- the development of reflective thinking skills and critical faculties to make informed choices;
- the development of effective communication skills;
- an ability to understand and respect beliefs, faiths and cultures by which people interpret life and on which they base their attitudes and behaviour;
- the effective management of their personal and social experiences both now and in adult life.

Students are taught in mixed ability groups to facilitate comfortable discussion and exchange of ideas.

The school employs two full-time School Health and Welfare Officers and ELSA mentors to whom all students have access on a self-referral basis.

5. Criteria for the selection of materials and resources

As is the case with materials and resources used in any subject area, priority is given to ensuring that the content is appropriate both in nature and in style and has due regard to the age, religion and cultural background of our students. Materials should have a sound factual base, present information and opinion in an objective and balanced way and use the correct terminology for body parts and sexual behaviours. Materials which are presented in a way which is sensationalist or which, in an attempt to be accessible to young people, use language which is unnecessarily familiar or vulgar, will be avoided. Students are required similarly to use correct terminology. Prior to any lesson in which sensitive issues are to be discussed, ground rules for interaction, communication and behaviour are clearly established.

Resources should be chosen for their clarity, flexibility of use and sensibility of presentation of issues. All resources to be used with students must be evaluated, by a member of staff, prior to the lesson taking place.

Specialist Health Education Professionals are invited into school to work with groups of students and to deliver specific aspects of the Health Education and Sex and Relationships Education Programmes. Prior discussion and planning between relevant members of staff and guest speakers must take place in order to ensure that the proposed content, approach and any resources to be used are consistent with the school's Policy on Relationship and Sex Education and compatible with its guidelines on dealing with sensitive and/or controversial issues. Whenever an outside speaker is working with students, the member(s) of teaching staff normally scheduled to teach those students will be present.

6. Dealing with discussion aspects of sexual behaviour which arise incidentally across the curriculum

On occasions, the teaching of unrelated topics within the various aspects of the curriculum could lead to other discussion of aspects of sexual behaviour (eg. population control in Geography, assisted fertilization in Philosophy and Ethics, etc.) as part of the teaching of the subject. Staff will use their professional judgement to ensure that facts are presented objectively, are set firmly within the context of, and are relevant to, the proper exploitation of the subject concerned.

7. Dealing with individual questions from students in a classroom situation

On occasion, students will seek further information on a topic of personal interest which the teacher does not deem to be of direct relevance to the interest or needs of other students in the class. In such a case the teacher will use his/her professional judgement and respond in the most appropriate of the following ways:

- by inviting the student to pursue the issue individually with him/her at a later time/date;
- by answering the question generally to a degree of detail appropriate to the maturity of the class: this would be followed by an invitation to the student concerned to pursue the issue on an individual basis at a later time/date;
- in a case where a particular student or group of students seek to pursue a point beyond that which is deemed appropriate by the teacher, he/she will act to safeguard the sensibilities of the whole class and will invite the individual to discuss the matter with him/her at a later, specified time;
- by referring the student to the School Health and Welfare Officers, Safeguarding Officer or senior member of staff.

See also Guidelines for Staff on Giving Individual Advice on Contraception to Young People Under 16 and procedures to be followed by the School Health and Welfare Officers in the event of a student under the age of consent requesting advice re sexual activity or possible pregnancy.

8. Procedures for reviewing the effectiveness of the programmes of study

The effectiveness of the programme is monitored using the following procedures:

- within Science, monitoring of students' knowledge, understanding and skills, both formally and informally, as part of everyday teaching and by formative and summative assessment procedures;
- within the wider school context, via Subject Review and lesson observation by the Senior Leadership Team, via cross-curricular Culture and Ethos working groups and by students' ability to contribute to the maintenance of a harmonious, inclusive community, based on tolerance and respect for self and others, which is implicit in the ethos of the school;
- membership of our student voice group PRIME which provides the opportunity for students to raise and explore issues which are of importance to them;
- review of programmes of study by those involved in their drafting and delivery;
- by sampling of student satisfaction by verbal and/or written survey and through systems for Subject and House review procedures;
- regular review and updating, as appropriate, of policies in the light of changing circumstances and legislation.

9. Parents' right to withdrawal

Parents have a legal right to withdraw their child from any or all parts of a school's programme of Sex Education, delivered as part of RSE, other than those elements that are statutorily required by the National Curriculum Science Order. This will be granted up to three terms before the child's sixteenth birthday. At this point the school has a statutory duty to consult the young person and if they wish to receive sex education rather than be withdrawn, we will arrange for this to happen in one of the three terms before their sixteenth birthday (which is the legal age of sexual consent). In accordance with DFE legislation, all parents have access, via the school's website, to our Relationship and Sex Education policy.

Any student withdrawn from elements of sex education within our RSE programme, will be provided with alternative work to be undertaken, under supervision, in an alternative location for the duration of the topic. The withdrawal arrangement will be agreed, in advance, with the Headteacher.

10. Support

We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. Parents can contact the PSHE lead for one-on-one support on providing effective sex and relationships education at home. They can get in contact via email or telephone.

11. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Strategic Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

Annex 1 – Curriculum Content

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2020), pages 27-29

Families	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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.
Online and media	<p>Pupils should know</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.
Being safe	<p>Pupils should know</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

	<p>themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <ul style="list-style-type: none">• 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.
--	--

Uncontrolled when printed

Annex 2 - In Service Training Availability to Staff

Sex Education is delivered by members of the Science Department and PSHE staff who feel comfortable in this role and who have received appropriate in-service training.

Training and support is provided internally by the Head of Science and externally brokered for colleagues by the Head of PSHE.

The school makes use of the specialist expertise, training, resources and support offered by local Health Service Bodies and other Health professionals.

Uncontrolled when printed

Annex 3 – The Right of Parents to Withdraw their Children from Some Aspects of Sex Education

Calthorpe Park School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. RSE education at Calthorpe Park School promotes the spiritual, moral, cultural and physical development of students. It aims to prepare students for the opportunities and responsibilities of adult life by promoting the knowledge, attitudes and values which will enable students to make informed decisions about, and to manage effectively, their personal relationships. It also aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of moral values and with due regard to the value of family life and the laws on sexual behaviour. We feel that participation in the Sex Education programme is an important element in the development of a balanced understanding of this important area of preparation for adult life.

We feel that our Science teachers are the most appropriate staff to teach about human reproductive processes and sexual behaviour, including HIV/Aids and other sexually transmitted diseases. These elements feature in our Science programmes of study. Consideration of the broader emotional and ethical dimensions of sexual attitudes occur in both Science and the PSHE (Personal, Social, Health and Economic) curriculum.

The Governing Body has agreed a policy for Relationships and Sex Education at Calthorpe Park School. Annex 1 gives details of the content and organisation of the Relationships and Sex Education Programme from Years 7-11.

Parents have a legal right to withdraw their child from any or all parts of a school's programme of Sex and Education within our RSE programme of study (other than those elements that are statutorily required by the National Curriculum Science Orders). A young person has the right to make their own decision about this once they are 3 terms away from their sixteenth birthday and if they wish to be included at that point, we will make the appropriate arrangements for them.

Any parent wishing to exercise their right to withdraw their child from lessons dealing with these issues should contact the Headteachers.

Parents have no legal right to withdraw their child from other elements of the compulsory Relationships Education programme for the reasons explained below by the DfE.

“There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.”

Annex 4 - Guidelines for Staff Giving Individual Advice on Contraception to Pupils under 16

The Governing Body has agreed a Relationships and Sex Education Policy which makes general advice on contraception available within Science and PSHE lessons. Methods of contraception are dealt with in Science and PSHE and related ethical and legal issues are covered in both subjects at a time which is considered appropriate to the maturity of our students.

The law states that sexual intercourse below the age of 16 is illegal.

However, doctors may give contraceptive advice/treatment to young people below 16 without parental knowledge or consent providing that the young person:

- has understood the advice;
- could not be persuaded either to inform his/her parents or let the doctor do so;
- is likely to have sexual intercourse with or without contraceptives;
- may suffer physical or mental harm if such advice/treatment is not given.

Teachers are not health professionals and, therefore, should not give counselling or advice to individual students on these issues. This is the state of the law at the present time.

However, good teachers have always taken a pastoral interest in the welfare and well-being of their students and it is possible that a student may approach a chosen teacher to ask for advice on sexual matters, including contraception and access to this.

Any teacher who is approached for individual advice on such matters should encourage the young person to seek advice from his/her parents.

If the young person is reluctant to do this, the teacher should advise them to talk to the Designated Safeguarding Lead or the School Health and Welfare Officers who will advise them further. Addresses and times of Young Persons' Clinics are available in the Medical Room.

If the teacher considers that a young person under 16 is contemplating becoming, or is already, sexually active and could, therefore, place himself/herself at risk, his/her role is then to take the following steps:

1. Reassure the young person that their situation will be taken seriously;
2. Make it clear that he/she is obliged to inform the DSL or relevant Safeguarding Lead;
3. Explain that the DSL may need to talk to the young person and may ultimately decide that contact with parents is necessary;
4. Make it clear to the young person that his/her situation will be dealt with sensitively and discreetly.

The golden rule is:

- do not break confidentiality without first telling the student;
- do not keep a confidence where, in your professional judgement, it is in the best interests of the young person to pass on the information to the Designated Safeguarding Lead

Annex 5 – PSHE Curriculum Overview 2024-2025

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition to secondary school and building resilience Transition to secondary school Developing a growth mindset and what it means to be resilient Personal safety and first aid	Rights, respect and British Values Children’s rights and what it means to be a good citizen Introduction to Careers Careers, values and raising aspirations	Friendships and Managing Relationships What it means to be a good friend and how to form positive relationships The impacts of cyber-bullying	Health and puberty Healthy routines, influences on health, puberty	Building relationships Self-worth, romance and relationship boundaries and introduction to consent	Developing skills and aspirations Teamwork and enterprise skills Economic Wellbeing What is the economy? What role do I play?
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Financial decision making Saving, borrowing, budgeting and making financial choices Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer Influence and Personal Safety Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Community and Careers Equality of opportunity in careers and life	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

Year 10	<p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Careers and Aspirations Researching career options, college choices, CV writing and interview skills and readiness for work.</p>	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media RE: Humanism</p>	<p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>	<p>Financial decision making The impact of financial decisions, debt, mortgages, gambling and the impact of advertising on financial choices</p>
Year 11	<p>Building for the future and Independence Self-efficacy, stress management, and future opportunities AND Responsible health choices, and safety in independent contexts</p>	<p>Next steps Application processes, and skills for further education, employment and career progression</p>	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>			

Amended from the PSHE Association **SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL**

Uncontrolled watermark

References

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2020)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

https://assets.publishing.service.gov.uk/media/5f2c2b988fa8f57ac88dc996/RSE_secondary_schools_guide_for_parents.pdf

Uncontrolled when printed