



COCKBURN
MULTI-ACADEMY TRUST
TRANSFORMATION TO EXCELLENCE

Relationships and Sex Education (RSE) Policy

Reviewed by: The Board

Date of Policy: September 2022

To be reviewed: September 2023

1. Moral and Values Framework

Cockburn Multi-academy Trust's academies Vision of 'Transformation to Excellence' is accomplished by incorporating the following Values and Expectations into everyday practice:

- Values – Resilient, Responsible, Aspirational, Independent, Respectful.
- Expectations – Positive, Polite, Prepared, Punctual, Pride

We will encourage students to be aware of the traditions and beliefs of others, promoting mutual understanding and tolerance.

We believe that Sex and Relationships Education can also lead to positive health and behavioural outcomes particularly with regard to delaying the onset of intercourse and increasing the likelihood of contraception being used when young people have intercourse.

We will help young people to value themselves and others and to be given the skills and knowledge to help them take care of themselves and others. We will endeavour to increase their sense of self-worth and self-esteem.

At each academy, we teach Relationships and Sex Education within a moral and values framework, which engenders:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- An awareness of the way others feel
- Mutual support and co-operation, as well as honesty and openness
- The acceptance of the responsibility for, and the consequences of, personal actions
- The right of people to hold their own views within the boundaries of respect for the rights of others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about sex and relationship issues

2. Aims

The aims of Relationships and Sex Education (RSE) at our academies are to:

- Provide accurate information about relationships, sex, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- Dispel myths and misconceptions and teach students the correct vocabulary to describe themselves and their bodies

- Explore a range of attitudes and values towards sex, relationships and health related issues and help students reach their own informed opinions
- Develop a sense of mutual respect and care for others
- Increase students' self-esteem, assertiveness skills and understanding of rights and responsibilities
- Develop skills in communication, risk assessment, decision making, assertiveness, seeking help, helping other young people with relevant information from which they can make informed choices.
- Identify changing issues that may arise throughout the school year and tackle them e.g. sexting
- Ensure students are aware of the law on sex, relationships and young people as well as broader safeguarding issues – how it protects them and consequences of breaking the law
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place
- Help students develop feelings of confidence and empathy
- Develop an awareness of students' self-worth and that of others.
- Develop a sense of individual and collective responsibilities
- Develop the skills necessary to use information appropriately to reach a considered opinion.

3. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.⁴ They also make Health Education compulsory in all academies except independent schools. We also meet the September 2020 Statutory Guidance about Relationships Education, Relationships and Sex Education (RSE) and Health Education.

As an academy, we must provide RSE to all students as per the Relationships and Sex Education statutory guidance and the Children and Social Work Act 2017

In teaching RSE, we must have regard to the guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

Our academies teach RSE as set out in this policy.

4. Involvement of parents/carers, students and staff

This policy is developed in consultation with staff, students and parents/carers. The consultation and policy development process involve the following steps:

- The policy is fully reviewed by key staff and The Board who have ensured that, in line with DfE guidance, it contains all relevant information, including relevant national and local guidance
- The policy is shared with associated staff who are given the opportunity to review the policy and make suggestions and recommendations
- Student voice is used to engage learners and consult with them about their needs and expectations for their RSE experience in the academy
- The RSE policy will be made available on our academy websites to enable parent/carers to view it and respond as appropriate

5. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sex, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It should support children and young people in managing mental health, puberty and adolescence and prepare them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviours
- Have the confidence and self-esteem to value themselves and others
- Behave responsibly within personal and sexual relationships
- Communicate effectively
- Have sufficient information and skills to protect themselves and their partner from unintended / unwanted conceptions and STIs (Sexually Transmitted Infections)
- Neither exploit others, nor be exploited
- Access confidential advice and support
- Be aware of and enjoy their sexuality
- Understand how to keep themselves safe and to keep their peers safe

RSE involves a combination of sharing information, and exploring issues and values with students. It is not about the promotion of sexual activity.

6. Why should RSE be taught?

Effective RSE is essential to embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students 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.

7. Curriculum

We believe that Sex and Relationships Education should be made relevant and accessible to all young people. The Sex and Relationships Education Programme will reflect our academy's ethos and encourage the following:

- respect for self
- respect for others
- awareness of the consequences of their own actions
- responsibility for their family, friends, academy and the wider community

Sex & Relationships Education

It may be necessary to adapt the curriculum as and when necessary. We have developed the curriculum in consultation with a range of stakeholders, 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 that students are fully informed and do not need to seek answers online. The majority of RSE is taught in PSHE in KS3 and CORE RP in KS4.

Scheme of Learning

Key Stage 3 -Puberty, Body Parts, Hygiene, Sexuality, Sexual Language, Healthy and Unhealthy Relationships, FGM and Domestic Abuse.

Key stage 4- STI's contraception, Pregnancy, Parenting, Abortion, Adoption, Relationships, body image, exploitation.

Across the curriculum Sex & Relationship Education is covered in RE, Science, ICT and PE. Issues relating to sex and relationships are explored in English and Drama.

For more information about our curriculum please consult the curriculum pages on the academy websites.

8. Delivery of RSE

8.1 The Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education, ICT and PE.

RSE focuses on giving young people the information they need to help them to 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
- Understanding consent

These 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, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, including looked after children, young carers or those with parents/carers on remand or serving a custodial sentence.

8.2 RSE resources

RSE resources are chosen carefully and checked for:

- Being up to date
- Being inclusive – including different types of sexuality
- Giving positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy

8.4 How is RSE delivered?

RSE is an important subject area, and as such, is:

- Fully embedded into our academy's PSHE curriculum
- Covered as part of the wider curriculum, and aspects are covered in several subjects, including science and RE

8.5 Who delivers RSE?

- Specialist PSHE teaching staff
- Specialist subject teachers e.g. Science and RE teachers
- External agencies may be used to enhance our RSE programme.
- In some cases, academy support staff may support the delivery of RSE or carry out one-to-one or small group work.

8.6 How do our academies use external agencies?

Appropriate and suitably experienced and/or knowledgeable visitors from outside the academy may be invited to contribute to the delivery of RSE in the academy.

- Visitors are invited into the academy because of a particular expertise or contribution they are able to make
- Safeguarding – Protocols for Visiting Speakers will be followed prior and during any visit from an external agency
- All visitors will be familiar with, and understand, the academy's RSE policy and work within it
- Any input to PSHE lessons is part of a planned programme and will be negotiated and agreed with staff in advance

- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

Our Pastoral and Safeguarding teams provide information to students regarding access to appropriate sexual health services and may support referrals to sexual health services as appropriate.

8.7 Ground Rules

Whichever methods are used, it is necessary for a positive climate to be established, so that rules governing discussion and personal disclosures can be established in order that distress or embarrassment is minimised. The following ground rules will be used in all sessions (these are the basic rules for all PSHE lessons with some additions):

- listen to others
- use positive language about others
- confidentiality - no disclosures about any named person
- no interrupting
- try to understand others' points of view
- the right to pass
- show respect
- co-operate
- concentrate
- be mature
- be responsible
- use correct terminology, if not known don't use it write it down as a question, anonymously

9. Roles and responsibilities

9.1 The Trust Board

The Board will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

9.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the academy, and for managing any requests to withdraw students from the Sex Education components of RSE.

9.3 Academy Staff

Academy staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE at all times

- Monitoring the learning and understanding of the students
- Responding to the needs of individual students which can include the scaffolding of the work to meet the needs of the students and where appropriate additional support as appropriate within the lessons
- Ensuring students can access information regarding sexual health and consent to keep themselves safe.
- Reporting safeguarding concerns in line with the Safeguarding and Child Protection Policy. Where students disclose that they have engaged in sexual activity, the Safeguarding Team will follow the MAT Safeguarding and child protection policy regarding the recording and reporting of incidents. This will include consideration being given to whether it is developmentally appropriate or could be considered harmful.

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 Head of School, so that appropriate support can be provided.

The lead member of staff responsible for delivering the RSE curriculum is the teacher of PSHE.

9.4 Students

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

10. Parent/Carers' Right to Withdraw

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of an academy's programme of sex and relationships education, other than those elements which are required by the National Curriculum Science Order. The parental right of withdrawal may be exercised by either parent/carer or by a person who has responsibility or care of the child.

Parent/carers have the right to withdraw their children from the components of Sex Education within RSE up to and until 3 terms before the child turns 16 years old. After this point, if the child wishes to receive Sex Education, rather than being withdrawn from lessons, the academy will support and arrange this.

Parental/carer requests for withdrawal should be put in writing and addressed to the Head of School.

The Head of School will discuss the request with parents/carers and take appropriate action.

11. Training

All staff delivering RSE and PSHE are offered appropriate and relevant training, should they require or request it. Visitors may be invited to contribute to the academy's RSE programme, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by Senior Leadership Team and Senior Leaders from within Cockburn MAT. Monitoring and evaluation of the RSE programme is conducted using a variety of informal activities, which have been built into the programme.

- Learning walks of RSE lessons
- Student voice
- Informal discussions within and beyond the lesson
- Staff evaluation of the RSE programme
- Students' self-assessment
- End of Unit assessments

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

13. Equal Opportunities Policy

Within our academies there is a commitment to creating an environment which enables every individual to be valued and succeed. This means ensuring that all students have equal access to all opportunities, regardless of ability, and that all staff and students are valued irrespective of gender, race, creed, disability or sexuality.

Equal Opportunities are not just about educational provision. It concerns the attitudes we all hold towards various groups and minorities within society. Staff and students are developing awareness that their attitude on race, gender and mental and physical disability play some part in the opportunities enjoyed by the individuals who constitute these groups.

We encourage the students to believe in themselves as individuals and in their right to take a pride in themselves for being different.

We encourage students to explore, understand and appreciate the different attitudes and behaviours of other cultures and religions.

We want our students to become articulate, confident and self-disciplined individuals, responsible for their own behaviour and caring for others.

We do not tolerate bullying of any kind including homophobic bullying.

We want to encourage students to develop the necessary skills to respond to stereotypical assumptions about themselves and others.

Equality lies at the heart of the quality of education and all staff share a personal, pastoral and curricular responsibility for implementing a whole school programme that meets the needs and responds to the different abilities of all students.

14. Linked Policies

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Sexual Violence and sexual harassment between children in schools and colleges

Protocols for Visitors and Guest Speakers
Children and Social Work Act 2017

Education Act 1996.

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Appendix 1: By the end of secondary education 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

TOPIC	STUDENTS SHOULD KNOW
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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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	<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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 • 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