

# CRAMLINGTON LEARNING VILLAGE



## RELATIONSHIP AND SEX EDUCATION POLICY

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## REVISION HISTORY

<b>Revised On</b>	<b>Version</b>	<b>Description</b>	<b>Approved By</b>
06/2023	1.0	Policy revised	Trustees
06/2024	2.0	Removed overview of wellbeing days / PSHE calendar. This will be available online.	Trustees

# RELATIONSHIP AND SEX EDUCATION POLICY

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## 1. Statement of Intent

This policy covers Cramlington Learning Village's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our students.

Cramlington Learning Village believes that all young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

As a school we believe in a set of core principles, which infuse throughout our curriculum, culture, classrooms, and have become a key part of our everyday language:

'This is a school built on respect, developing resilient learners, expert readers, knowledge explorers and responsible citizens'.



We develop resilience and encourage students to be responsible through our Relationship and Sex education programme as it equips young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

This policy was produced in consultation with our staff, governors, students and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships and Sex Education and Health Education (RSHE) Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students

The policy should be read in conjunction with other relevant policies:

- Safeguarding and Child Protection Policy
- Equality Statement
- Online Safety Policy
- SEND Policy
- Behaviour Policy
- Careers Policy
- Anti-Bullying Policy

## **2. Aims**

Relationship and Sex Education has a key part to play in the personal, social, moral and spiritual development of young people.

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

- Provide a framework in which sensitive discussions can take place
- Help students develop feelings of self-respect, confidence, empathy and resilience.
- Create a positive culture around issues of sexuality and relationships
- Prepare students for adulthood, and the importance of healthy relationships
- Develop confidence in talking, listening and thinking about feelings and relationships
- Explore the consequences of their actions and behave responsibly within relationships
- Develop their self-esteem and sense of responsibility
- Teach students how they can protect themselves and ask for help and support

## **3. Legislation**

Department for Education statutory guidance states that all secondary schools must deliver Relationships and Sex education (RSE). This legislation links closely to the following legislation documents:

- Children and Social Work Act 2017
- Equality Act 2010
- Keeping children safe in education 2023
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated version 2021)

## **4. Definition of relationships and sex education**

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture students' curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our students to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity build self-esteem and self-worth

- Explore and value their personal and sexual identity and the personal/sexual identities of others.
- Understand family structures, committed relationships and the legal status of different types of long-term relationships
- Understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions,
- Consider how their choices affect their own wellbeing and that of others develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people’s confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

## 5. Subject content

The curriculum programme is developed by the Personal, Social, Health and Economic Education (PSHE) Lead in conjunction with the views of teachers, students and parents. In School we will meet the learning objectives and content outlined in the Relationships Education, Relationships and Sex Education and Health Education Guidance.

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### Relationships and Sex Education

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

Your child’s 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.

Source: [Relationship and Sex Education DfE Documentation 2020](#)

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students, including those with SEND. Our scheme of work will be based on a thematic model. This is subject to change as the school needs to be responsive to the local communities needs and advice from our external agencies. These topics are taught according to each age group and key stage.

We use the following resources/ materials to deliver RSE:

- PSHE Association Retuble resources - <https://pshe-association.org.uk/>
- Anna Freud - <https://www.annafreud.org/>
- Brook - <https://www.brook.org.uk/resources/>
- Sexwise - up-to-date information on all aspects of sexual and reproductive health
- Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office)
- Consent: PSHE Association lesson plans
- Public Health England website - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers.

## **6. Subject delivery**

RSE will be delivered in school as part of our PSHE education curriculum, which has planned lessons across all key stages, using a spiral curriculum approach.

The PSHE Lead will work closely with colleagues in related curriculum areas (science, computing, PE and Health and social care, Food Science and RE) to ensure a holistic-approach to what is taught in RSE.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their child from this content. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education.

The programme will be delivered in a non- judgemental, factual way, using the correct medical terms where appropriate. School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

## **7. Monitoring**

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Sex, and Health Education guidance, and that learning outcomes are reflective of student need. This policy will be reviewed by the school's leadership team in conjunction with the PSHE Lead and Governors on a regular basis.

If changes are needed, members of staff, parents/carers and students will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Planning scrutiny
- Looking at samples of students' work/floor books
- Analysing student attendance in lessons
- Monitoring and assessment of staff's planning
- Monitoring of external and internal mental health referrals
- Analysis of safeguarding records (CPOMS - Child Protection Online Monitoring System)

## **8. Evaluation**

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal student and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from learning walks
- Feedback and evaluation by students (for example, using student interviews, questionnaires/surveys, focus groups or google forms)
- Scrutiny of student assessment records
- Sampling student work

## **9. Student Assessment**

Cramlington Learning Village uses a range of assessment methods to get regular feedback on student progress in RSE. We also use student assessment to identify where students need extra support or intervention. Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Students' pre and post unit self-evaluation - Confidence Rulers
- Google Form Assessments
- Student Voice
- Focus Groups
- Visitor feedback from students



## **10. Student voice**

Student voice is central to the culture and ethos of School. We use student voice to evaluate how relevant and engaging RSE is to young people's lives.

Examples of questioning used in student voice consultations:

- Was the topic relevant, what are the strengths, what could be better?
- What learning has worked well for you today?
- How has your progress and achievement been measured and recorded?
- Do you have opportunities to give feedback about the PSHE curriculum?
- If you were planning to teach this lesson to your year group what would be the focus and why?
- What does the word 'risk' mean to you?
- What have you learnt about risk in this topic?
- How would you manage different risks? (looking for examples of strategies they have learnt and practised)
- How do you learn about exploring and expressing feelings within this topic?
- Did you have any visiting speakers and if so what did you think of the content of their presentation or workshop?

Throughout our RSE scheme of work we embed student voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all student voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

## **11. Answering students questions**

RSE explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues more openly with trained professionals and in a safe environment.

## **12. Working with parents/carers**

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. Our RSE policy has been developed through consulting parents and carers. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Parent Pastoral Calendars
- Parents' evenings
- Inductions to the school
- Welcome packs
- Policy consultations
- Letters to parents/carers giving information about when RSE will be delivered and when certain classes (including classes that involve sex education) will take place
- Parent consultation.

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school. We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

## **13. Parental right to request their child be excused from sex education**

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum. Parents do not have the right to withdraw their child from Health Education. All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Headteacher/Deputy to discuss their concerns. The Headteacher/Deputy will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

Except in exceptional circumstances, we will respect the parents' request to withdraw their child 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. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

#### **14. Working with visitors and external agencies**

The School invites external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include:

- Be Safe
- NSPCC
- Northumbria's Crime Commissioner Violence Reduction Team
- Think for Yourself team / Blue Sky Trust
- Northumberland Integrated Health Service Team

A teacher will always be present throughout these lessons so as to build on the students' learning after the session/s as well as answer any questions the students may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy. We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.

#### **15. Safeguarding and child protection**

Cramlington Learning Village acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps young people to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse. We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While the school wants to create a learning space that feels safe for young people to disclose, we also want to protect children's privacy. At school we do this by using a number of teaching techniques including the use of a working/group agreement, where rights respecting ground rules are created with students on what makes a safe and welcoming environment for all.

Establishing a 'Group Agreement' that clearly outlines how the group are allowed to work and interact with each other during the sessions. This activity is important as there may be issues discussed that are of a very sensitive nature during the year especially during well-being days and some tutor sessions. This agreement is to be displayed in the classroom. A group agreement helps to foster mutual respect and an environment in which students feel comfortable and ready to listen to and discuss each other's opinions.

## **16. Useful documents:**

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

Keeping children safe in education 2024 Statutory guidance for schools and colleges: [https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf)

Sex Education Forum Policy Template and advice: <https://www.sexeducationforum.org.uk/>

PSHE Association Policy Advice: <https://pshe-association.org.uk/>