



Relationships and Sex Education Policy

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God?"

1 Corinthians 6:19-20

At Saint Cecilia's, RSE is explicitly guided by scripture above, which means we promote, encourage, and teach our pupils and students the importance of healthy family relationships, marriage, commitment, self-respect of each other's bodies and appearance, self-care, resilience and responsibility. Furthermore, within the school's Christian character, we recognise and respect the diverse, varied and inclusive make up of our community. Open and flexible discussions, where this respect, sensitivity and maturity have been established, allow our pupils and students to explore ideas and experiences with Christian views and perspectives, as well as understand different views in safe classroom environments.

Since the introduction of PSHE as a new subject in the school curriculum, RSE has been taught formally since 2015.

Updates in policy

As of September 2020, RSE teaching is compulsory in all schools. Health Education has also been introduced as a compulsory subject in state funded schools; teaching and learning in this area has therefore been reviewed and updated.

The school's RSE policy should also be read alongside the guidance on RSE from the Department for Education, which gives a broader overview of the rationale behind RSE provision, guidance on outcomes for RSE at the end of secondary school and topics to be covered in this area of teaching and learning.

Linked Policies

- Child Protection Policy and Safeguarding Appendix
- E-Safety Policy
- Preventing Extremism and Radicalisation Safeguarding Policy
- Advanced Visitor Protocol and Safety Information

Linked Laws

- Equality Act 2010
- Malicious Communications Act 1998

Intent

By having open, reflective, and often thought-provoking discussions, we promote pupils and students to think carefully about the importance of having moral values, and individual conscience.

As our young people explore and consider challenging circumstances (for instance, conflict in the family, sexual grooming, abortion, adoption, sexuality, marriage and divorce), RSE provision at the school aims to encourage the learning of the Fruit of the Spirit (love, joy, peace, tolerance, kindness, goodness, faithfulness, gentleness and self-control) including respect and empathy, and to develop critical thinking as part of challenging decision making.

The key aims of the programme are to ensure pupils and students understand:

- That the society we live in today is diverse, broad and varied and that some of our pupils and students might be struggling with belief, values and identity.
- Respecting and understanding the views of people who identify as part of the LBGT+ community.
- The difference between myths and facts relating to sex and sexually transmitted diseases.
- The law, consent and consequences.
- How to talk about and manage new or challenging feelings in a relationship.
- How to talk about and recognise unhealthy signs of a relationship and what to do;
- Risks and consequences.
- Prevent pupils and students making regretful choices.
- Safeguard all pupils and students.

A large part of our values focus on relationships including, but not limited to, the three areas of relationships, physical health and well-being, and online safety.

Respectful relationships including friendships:

- Different types of relationships, including friendships, family relationships, and intimate relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment (including in marriage and in long-term relationships reasons for marriage or other types of partnerships and why they must be freely entered), tolerance, boundaries and consent.
- Managing conflict and negative feelings within a relationship.
- Recognising and protecting against being involved with or creating unhealthy, toxic and abusive relationships.
- Types of behaviour within relationships that are criminal, including violent behaviour and coercive control.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- The effect of relationships, and health and well-being, including mental health.
- Online safety and the effect of social media on relationships.
- What constitutes sexual harassment, sexual violence, why this is always unacceptable and the law regarding this.
- How particular stereotypes based on ideas of gender, sex, race, religion, sexual orientation or disability can cause unhealthy relationship practices.
- Recognising sexism and misogyny, the impact this has on relationships and why patriarchal values are unhealthy for men and women.
- Sex, sexual health, sexuality, firmly set in the context of relationships.
- Emotional and physical changes at puberty.

Physical health and mental well-being:

- How to talk accurately, sensitively and appropriately about emotions.
- That happiness is linked to being connected with others, how to build and maintain healthy connection, and what this looks like.
- How to recognise the early signs of mental health and well-being concerns.
- Common types of mental health conditions or ill health.
- How to critically evaluate if actions taken have negative or positive effects on mental health and well-being.
- The benefits of exercise, time outdoors, community participation, voluntary and service – based activities on mental health and well-being.
- The risk factors associated with risky behaviours including smoking, vaping, drinking, gambling, underage sexual activity.
- How the use of alcohol and drugs can lead to risky sexual behaviours.
- What constitutes healthy or unhealthy food, eating habits, eating disorders, self-esteem and appearance linked to social media, social pressures and expectations.
- Nutrition, food groups, the link between food and well-being.

Online and Media Safety:

- The rights, responsibilities and opportunities online, including the same expectations of behaviour apply in all contexts, including online speech.
- The online risks, including images or material that may be shared and the difficulty of removing compromising material.
- What to do and where to get support to report compromising and/or unsafe material or manage issues online.
- Understanding what does harmful content means and the impact of viewing harmful content (including content surrounding mental health e.g. self-harm or suicide).
- That sexually explicit material e.g. pornography or sexualised music videos and games presents a distorted picture of sexual behaviours, can damage self-identity, and can damage relationships.
- The sharing and viewing of indecent images of children (including those created by children) is a criminal offence which carries severe penalties including a prison sentence.
- How information and data is generated, collected, shared and used online.

Implementation

Outside the curriculum

RSE may be delivered through assemblies by house leaders, year leaders, or student leaders e.g. the school's Well-Being Champions, and external speakers.

The school website also supports aspects of RSE through the Well-Being page which is for all pupils, students, parents and staff.

The school's Chaplain also supports RSE through coaching, workshops and work with the safeguarding team where needed.

Curriculum

The bulk of PSHE is delivered by PSHE teachers in timetabled one-hour lessons. Key Stage 3 pupils and Key Stage 5 students receive two lessons a fortnight and Key Stage 4 pupils receive one lesson a fortnight. Teachers deliver lessons with a strict policy on respect, community and kindness, which reflects the school's Christian ethos and our behaviour policy. A combination of questioning, scenarios, role play, discussions, reading of articles, letters, news clips and video resources are used to explore key topics. Other teaching methods include presentations, class discussion, small group discussion, group work, the use of worksheets and using key word printouts. Lessons are personalised based on the needs of SEND or vulnerable pupils or students in the classroom, especially as some topics may be challenging to pupils and students e.g. FGM. Such topics are delivered respectfully and sensitively so that pupils and students feel safe and assured at all times for example through anonymous notes' boxes in classrooms, one to one discussions, parent discussions, mentor or year leader involvement.

Health education is included in PSHE lessons which focuses on food, diet, and exercise in terms of social effects, social influences and mental health impacts. Science and PE lessons deliver health education, focusing on the body, cause and effect and supports a cross curriculum programme, particularly in Key Stage 3. This is due to options being taken in PE and Science in Key Stage 4. Health education is then revisited through PSHE in Key Stage 5 where students complete practical lessons on food hygiene and cooking.

Assessments

Pupils and students do not receive target grades for RSE, however teachers monitor progress over time in line with the school's assessment strategy. The aim of assessing pupils and students is to support the development of positive behaviour and key skills: listening, responding, respect, evaluation and reflection. All pupils in Key Stage 3 and in Year 10 complete an assessment in PSHE, which contributes to the final progress grade per term. Assessments are intended to allow pupils and students to demonstrate their progress in learning, knowledge and understanding. For RSE based topics, the form of assessment can include, but are not limited to:

- Short answers to questions
- Review of learning through case studies
- Group presentations
- Individual presentations
- Leaflet creations
- Poster creations
- Letters
- Speeches
- Initiative projects in the school or wider school community
- Discussion and response in lessons
- Written work in books

Teaching and learning

The programme has been made to suit pupils and students at various stages of their understanding and development. This means pupils starting at the school are given an introduction to the PSHE language of RSE and the school's ethos of how to show respect and discuss concepts maturely.

Moving towards Year 8 and Year 9, the approach is consolidated as pupils start to recognise signs of abusive relationships and key aspects of safety online. The language of RSE develops in Year 10 and 11, using GCSE style discussions and vocabulary in order to approach myths and facts regarding sex and sexually transmitted diseases. In Year 12 and 13, students discuss issues of consent, sexual relationships, and child on child abuse using case studies and a more academic approach including philosophical and ethical dilemmas.

Facts will be presented in a neutral and balanced way, with pupils and students being encouraged to consider their attitudes and values. They will be made aware of the differences between fact, opinion, and cultural and religious beliefs.

Teachers will respect a pupil's or student's right to personal privacy but encourage free discussion with parents/guardians or refer the pupil or student to an appropriate person if further discussion is needed that would be more beneficial and positive, outside the lesson.

The Curriculum Team Leader will be responsible for training PSHE teachers to be able to lead these topics including if disclosures are made. In such a case, the teacher will report this immediately to the school's Designated Safeguarding Lead.

Resources are created through team collaboration within the PSHE team or by using adapted lesson plans from Unifrog who support our Careers Programme.

Impact

Through these topics, we aim to develop positive attitudes and values by:

- Encouraging pupils and students to develop self-respect and empathy for others.
- Encouraging and teaching pupils and students how to discern and evaluate what they read and see in the media and talk from peers or family members that could be extreme or promote risky behaviours.
- Helping pupils and students to learn to make choices based on an understanding of difference and with an absence of prejudice.
- Helping pupils and students understand that they have a right not to be sexually active and the benefits to be gained from delaying sexual activity.
- Ensuring that pupils and students know about legislation relating to sexual behaviour including consent.

We also aim to develop personal and social skills by:

- Helping pupils and students to manage emotions and relationships confidently and sensitively.
- Helping pupils and students appreciate the need for discernment, self-restraint and self-control.
- Helping pupils and students to recognise and be able to discuss sensitive issues.
- Enabling pupils and students to express preferences, communicate needs, make decisions, choose options that other people act upon and respect.
- Supporting pupils and students in learning to understand appropriate and inappropriate behaviours and manage their own behaviour and emotions.

- Enabling pupils and students to make choices and deal with the consequences that these may bring.
- Teaching pupils and students how to assert themselves appropriately and safeguard to avoid abuse or exploitation.

Lastly, we aim to develop knowledge and understanding by:

- Ensuring that pupils and students understand physical development at appropriate stages.
- Helping pupils and students understand human sexuality, personal sexuality, reproduction, sexual health, emotions and relationships.
- Teaching pupils and students to know about contraception, safer sex and the range of local and national sexual health advice and support services.
- Developing an understanding of their ability to influence the environment.
- Helping pupils and students understand the consequences of unplanned pregnancies and the responsibilities of parenthood.
- Learning when privacy is appropriate and how to protect one's own privacy.
- Promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them.
- Implementing practical lessons on food and nutrition.

Specific Issues Statements

- Teachers must appreciate that whilst they can instruct a class about contraceptives they cannot give one-to-one advice to a pupil or student.
- Teachers must also be aware that if a pupil or student, under 16, discloses that she or he is having underage sex or is taking part in underage sexual activities, they are to inform the Designated Safeguarding Lead and encourage the pupil or student to tell her/his parents.
- All staff will be made aware of the legal context within which the teaching of RSE and related matters takes place through whole school inset training. This will complement child protection training for all staff regardless of whether they teach PSHE.
- In the case of sexual abuse, the school's safeguarding/Child Protection Policy involves Police and Social Services in inter-agency procedures. The school recognises that parents/guardians are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the responsibilities which sexual maturity brings.
- The effectiveness of the school's RSE provision is evaluated through pupil and student voice and parent/guardian surveys.

Parents' Right to Withdraw

Parents have the right to request that their child be excused from sex education within RSE only. In such a circumstance, the Headteacher may 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 (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should

respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

There is no right to withdraw children from Relationships Education or Health Education, or from sex education from the biological aspects included in the national curriculum for science.

Consultation

The RSE policy has been written in light of a consultation with parents/carers in 2020.

Review

The governing body will review this policy every three years from 2020, delegating overall responsibility for its monitoring to the head teacher, through the Curriculum Team Leader for PSHE.

Action	Committee	Date
Review and Approve	Curriculum & Standards Committee	2023
Next Review	Curriculum & Standards Committee	2026

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