

Relationships Sex Education Policy

Camborne Science and International Academy



Approved by:	The Principal (including student consultation)	Date: 17 July 2023
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Next review due by:	June 2024	

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Relationships Sex Education Policy

1. Aims

The aims of relationships and sex education (RSE) at Camborne Science and International Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Teach students to have the confidence and skills to make their own decisions.

2. Statutory requirements

2.1 Relationships and Sex Education, and Health Education were made statutory by the Department for Education in 2019, as per section 34 of the Children and Social Work Act 2017.

2.2 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2.3 Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

3. Policy Development

3.1 This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. This policy is shared with all groups on our school website.

3.2 The consultation and policy development process:

- Review – a member of staff collated all relevant information including relevant national and local guidance (July 2020)
- Staff, parents/stakeholders are invited to contact the school directly with any queries or concerns. The resources used are also available upon request. (September 2020, June and July 2021 and 2022)
- Parent consultation – through survey and through a focus group (June 2021)
- Student consultation – students are invited to share exactly what they want from their RSE (September and March 2020, June 2022, April 2023)
- Ratification – any additional amendments will be shared with governors and ratified in July 2023. No amendments were required from the feedback received from all stakeholders.

3.3 Other related policies and documents include: Anti-Bullying Policy, Drugs Education Policy, Behaviour for Learning; Child Protection and Safeguarding Policy; Equality Objectives; Online Safety; Tackling Extremism and Radicalisation.

4. Definition

4.1 Some organisations use SRE (sex relationships education) and others use RSE (relationships sex education). We use RSE as our abbreviation as it is most commonly used now in line with the Department of Education.

4.2 'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.' (Relationships Education, Relationships

and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Department for Education 2019)

- 4.3** ‘Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.’ (SRE for the 21st Century, PSHE Association, 2014)
- 4.4** RSE and Health Education is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity; Health Education is not about the promotion of risk-taking behaviours including substance abuse.

5. Curriculum

- 5.1** Our RSE programme is based on the Sex Education Forum’s ‘Twelve principles’ of good quality RSE, which are supported by the PSHE Association, children's charities and education unions (published November 2017). The statutory guidance for secondary schools can be found in Appendix 2.
- 5.2** Our curriculum is available through the Preparation for Life curriculum area on the school website, and in the Staff Shared area on the internal computer system. It is a working document dependent on the needs of our cohort, so can be adapted and topics addressed if appropriate.
- 5.3** The curriculum has been developed in consultation (September 2020, July 2021, July 2022 and April – June 2023) with parents, students, and staff, considering the age, needs and feelings of students. If students ask a question outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.
- 5.4** Consultation with students takes place both formally and informally. Formally, students complete evaluations, which are reviewed. Staff work closely with the pastoral team to ensure the programme is targeted and timely. Informally, there is an open dialogue between staff and students. There is also use of plenary activities to evaluate lessons and shape future curriculum sessions.
- 5.5** Effective Relationships Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. As part of the whole curriculum, we seek to explore issues and perceptions of what is right and what

is wrong. CSIA recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life-style choices it promotes a view that stable loving relationships are the ideal context for sexual relationships and the bringing-up of children.

5.6 Controversial topics will be covered with sensitivity and respect for all viewpoints. The curriculum is not aimed to instruct what is right and wrong, but to take into account different perspectives and provide students with the information to make their own decisions.

6. Delivery of RSE and Health Education

6.1 RSE and Health Education are taught with the Preparation for Life curriculum. This includes personal, social, health and economic (PSHE) dropdown days; tutorial sessions; and assemblies. Biological aspects of RSE are taught within the Science curriculum; online safety is addressed through the ICT curriculum; and other aspects are included in Religious Philosophical Education.

6.2 RSE focuses on giving young people the information they need to help them develop health, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

6.3 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, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support available (for example: looked after children or young carers.)

6.4 Relationships and sex education, along with Health Education, at Camborne Science and International Academy is underpinned by our character values:

- Altruism: an understanding that we are kind to others as well as ourselves; knowing the influences that may impact us and understanding how to interact with others
- Ambition: Students are encouraged to be ambitious in their questioning; understanding the links between the topics discussed and their futures, including understanding the positive and negative impacts on their futures.
- Integrity: topics are dealt with honesty; and students are supportive of one another. Where appropriate, outside agencies such as Brook are used to support delivery. Our provision is clear and we will share materials with parents upon request.

- Resilience: Students have an understanding that some topics may require resilience to address; there is also an understanding of how resilience can impact your response to safe relationships and a healthy lifestyle.
- Respect: a core message throughout RSE is the importance of respect in supporting one another; our actions in relationships as well as respect for oneself in relationships and in healthy lifestyles.

6.5 External DfE approved agencies helping us to deliver RSE at CSIA include: Brook Advisory, Barnados, Intercom Trust and Devon and Cornwall Police – these agencies are supported through our Visitors Approved Policy. Visitors are invited into school because of the particular expertise or contribution they are able to make.

6.6 All visitors are familiar with and understand the school’s RSE policy and work within it. Each contributing visitor either meets or has a telephone conversation with the Assistant Principal for Character Education prior to coming into school. During this contact, the Assistant Principal will liaise with senior team link manager when going through the pertinent points of the RSE policy with visitors contributing to the programme.

7. Monitoring and evaluation

7.1 As with any learning, the assessment of young people’s personal, social, and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

7.2 Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people’s self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

7.3 We will assess RSE in Preparation for Life; Preparation for Life Days and tutorials through ipstative assessment (growth in confidence); question and answer; discussion; group work; peer assessment; self-assessment and teacher assessment. Elements of sex education in the science curriculum are assessed formally. This includes end of unit assignments assessed using the latest guidance.

7.4 Consultation with staff and students is termly. Please see 3.2 and 5.4.

8. Roles and responsibilities

8.1 Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish to them to be withdrawn from the non-science components of RSE.

8.2 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 Assistant Principal for Character Education in the first instance.

8.3 CSIA believes in the importance of appropriate staff training to enable staff to deliver effective RSE. Courses are available for staff from PSHE Association; Barnados; and Brook Advisory, amongst others.

8.4 Mrs Susan Gellatly, Assistant Principal for Character Education leads our Preparation for Life curriculum. Preparation for Life is taught by all staff; primarily Humanities and Science staff at KS3.

8.5 Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, maintaining our character values.

9. Parents right to withdraw

9.1 Parents have the right to withdraw their children from the non-science components of sex education (this does not include the Science curriculum, PSHE or relationships content) within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

9.2 Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal.

9.3 A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action.

9.4 Alternative work will be given to students who are withdrawn from sex education.

10. Equal Opportunities Statement

10.1 The school is committed to the provision of RSE to all of its students. Our programme aims to consider, and understand the diversity of children's cultures, faiths, and family backgrounds. Provision is given for all students but there may be occasions where children are given extra support according to their individual needs.

- 10.2** Our RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our curriculum respects and builds on these, providing a curriculum that reflects both the universal and unique needs of our students. In this way, the curriculum recognises and respects students different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.
- 10.3** When appropriate, and to ensure that the RSE curriculum is accessible for all CSIA students, teaching will be differentiated, and the content will be adapted to meet the needs of SEND students.
- 10.4** This will be done on a case by case basis, through collaboration between teaching staff and staff who specialise in SEND students in general or work closely with particularly SEND students and wider support systems as appropriate (e.g. parents and carers or specialist agencies).
- 10.5** When delivering RSE to SEND students, teachers will be mindful of:
- The SEND code of practice, which includes a set of outcomes on preparing students for adulthood
 - The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
 - The possibility that elements of RSE may be particularly important for some SEND students because of the nature of a condition or disability.
 - The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.
- 10.6** CSIA believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Our provision fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
- 10.7** Homophobic bullying is dealt with firmly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.
- 10.8** Policies to support this include Child Protection and Safeguarding Policy; Children in Care; SEN Policy; Visitors Approved Policy.

11. Raising concerns about this policy or the RSE curriculum

- 11.1** Concerns about the delivery of the RSE curriculum in this policy will be considered in line with CSIA Complaints policy.
- 11.2** Before deciding whether or not to make a complaint, parents and carers are kindly asked to consider:

- This policy
- The extent to which parents, carers, staff and students were consulted or engaged in the development of this policy and the CSIA RSE curriculum.
- Whether the complaint would be an appropriate, fair or meaningful use of resources at CSIA (complaints to “vent” about the DfE’s decision to make certain aspects of RSE compulsory requirements will not meet these criteria – see below).
- If CSIA is the correct organisation to complain to. The DfE requires schools to teach students about the areas of RSE at Appendix 2 to this Policy. CSIA is not placed to handle complaints about the scope and content of the national curriculum – these should be directed to the DfE. CSIA can only handle complaints about its interpretation and delivery of that curriculum.
- The reason for and nature of their complaint. Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the CSIA community and its values of altruism, ambition, integrity, resilience and respect.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature	

Appendix 2: [Taken from the Department of Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019]

By the end of secondary school pupils should know:

TOPIC	PUPILS 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	PUPILS 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	PUPILS 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	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<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