

Relationships Education & RSE

Cantell
SCHOOL

2023-24



Relationships Education & Relationships and Sex (RSE) and Health Policy

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| Statutory/Non-Statutory: | Statutory |
| Approval Level: | Whole Governing Body |
| Approved by Governing Body: | 20 th September 2023 |
| Author: | Harriet Phillips, Assistant Headteacher - Pastoral Care |

Review Date: July 2023

Next Review Date: July 2024

Cantell
Academic excellence | Exciting teaching & learning
Life-changing opportunities | A richly diverse community

This document sets out the Relationships Education and RSE and Health policy for the school. Parents are consulted in respect of Relationships Education and RSE and Health policy development and students on curriculum content.

What is Relationship Education, Relationships and Sex Education, and Health Education?

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Secretary of State Forward, Statutory guidance on relationships education, relationships and sex education (RSE) and health education. Sep 2021

Relationships Education, RSE and Health Education provides the positive foundations for young people to make healthy and safe relationships of all kinds, both on and off line. While young people are educated in how to nurture respectful relationships – healthy platonic; healthy intimate and healthy sexual relationships, inclusive of human sexuality, – young people are also educated on how to recognise unhealthy and abusive behaviours. It also equips young people with the skills to take responsibility for their own health and well-being, to explore the process of growing-up, their changing bodies and emotions, as well as the demands of societal expectation.

Links to Other Policies and Documentation

Education Act 2002

Keeping Children Safe in Education 2023

Mental Health and Behaviour in Schools 2018

Equalities Act 2010

Promoting fundamental British values as part of SMSC in schools 2014

Aims and Objectives

It is important that young people leave Cantell empowered with the confidence, skills and knowledge to lead happy and healthy lives; and importantly, make well-informed, safe decisions. Following the Relationships Education, RSE and Health curriculum, our young people will leave Cantell as global citizens, knowledgeable of their responsibility to others and the values of British society. Additionally, they will know how to support themselves, understanding how to maintain good physical and mental health, as well as recognise and manage the complex emotions that accompany growing up. Importantly, our young people will know what to do, and where to go, should they need further support in any of the areas covered by the Relationships Education, RSE and Health curriculum as they grow into adulthood.

Parents and carers will be fully informed of policy and practice and made aware that all the information shared is age-appropriate building in depth and detail as our young people progress through the key stages.

Curriculum Content

The curriculum will include:

- Healthy and unhealthy relationships (respect, friendships, different types of relationships, different family units)
- Intimate relationships and the pressures that may accompany this

- The importance of consent and how to give and withdraw it
- Sexual health, contraception and sexually transmitted diseases
- Negative views of sex (pornography)
- Media and social media influence on self-esteem and body image
- Different family structures
- Recognising and challenging all forms of bullying including prejudice, stereotyping, misogyny and discrimination
- The importance of consent and how to give it
- How to maintain positive mental health
- How to maintain good hygiene
- How to stay safe on and off-line
- Labour market information and future career paths
- Finance health
- First aid
- Law and governance
- Child on child abuse
- Criminal exploitation
- Sexual exploitation
- Radicalisation and extremism
- Substance use and miss-use
- Fundamental British Values and Protected characteristics are weaved throughout the curriculum signposted where relevant.

The department Knowledge and Skills documentation provides further detail on the curriculum and can be found on the school website in the CPSD section.

Organisation and Delivery

The curriculum is delivered under the wider topics of:

- Me and my community
- Me and my health
- Me and my future
- Me and my relationships
- Being W.I.S.E (Well, Informed, Safe and Empowered)

The Subject Leader with responsibility for CPSD is responsible for coordinating the policy and curriculum content. Relationships Education and RSE will be taught to all young persons in Years 7-11 with provision delivered through dedicated timetabled curriculum lessons at KS3, and designated drop-down days at Key Stage 4, for Year 10 and Year 11 students.

In addition to designated teaching time, the CPSD department reinforce key areas of the Relationships Education and RSE curriculum, as well as topics relevant to our community, through regular assemblies and Lesson A Expert sessions which are planned to complement and extend the knowledge, skills and understanding acquired in the timetabled lessons. Whole school events also promote the values delivered in the curriculum so young people understand how to apply what they have learned in other contexts.

Other agencies and visiting speakers form an integral part of the curriculum, coordinated by the Subject Leader with responsibility for CPSD. All linked agencies and visiting speakers are appraised of the policy

and are quality assured by the Subject Leader of CPSD prior to their visit. No visitor will work with pupils in a classroom situation without a teacher present.

Staff delivering the CPSD curriculum have been selected for their ability and expertise to deliver the content in a way that fulfils the aims of this policy and the aims of the Subject Lead. Members of the department include the school's EMPOWER Lead, the LGBTQ Lead, the SENDCO, the Intervention Lead and members of the Senior Leadership team. All staff delivering the content undergo regular training on the content delivered. While staff are confident to answer student questions appropriately, using their professional judgement, and in-line with this policy, there is no expectation for that teacher to automatically answer a question if it infringes on personal boundaries or the professional judgement of the teacher is that more consideration needs to be given. In cases like this, the teacher will provide an answer next lesson or sign-post the young person to the relevant person or agency, for example: a parent/carer, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Withdrawal:

Parents have the right to withdraw their children from sex education delivered as part of RSE that falls outside of the statutory curriculum (*Education Act, 1996 and subsequent amendments*) - they cannot withdraw from human reproduction as covered in the National Curriculum for Science. Parents can withdraw up to, and until, three terms before the child turns 16, at which point the child can decide if they wish to receive sex education rather than be withdrawn. Any parents expressing concerns will be invited to speak to with Senior Leader and Subject Leader for CPSD.

Should parents exercise their right to withdraw the school will make provision for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the Department of Education.

Monitoring and Evaluation

The policy will be reviewed at least every two years, and ratified by the full governing body. The delivery of the curriculum will be quality assured in-line with the school's monitoring and evaluation procedures.

Quality assurance, includes, but not exclusive of:

- Regular departmental evaluation by the staff teaching CPSD
- Regular monitoring and evaluation by the Subject Leader as part of their on-going quality assurance cycle
- Subject Development Weeks led by the Senior Leaders in charge of monitoring curriculum delivery
- Regular student voice
- Regular staff voice
- Parent Voice sessions which provide parents the opportunity to review the taught programme
- Curriculum observations made by link governor during their visit

Training

The governors acknowledge that the effective teaching of Relationships Education and RSE, within the RSHE framework, requires particular skills and expertise. Staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and have these addressed

through Continuous Professional Development (CPD) as organised by the Subject Leader responsible for CPSD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. The Subject Leader with responsibility for CPSD regularly audits the skills of staff involved in Relationships Education and RSE to ensure CPD is regular and timely. Governors will also be offered an annual opportunity to be updated on any changes and developments.