



# **Codsall Community High School**

## **Relationships, Sex and Health Education (RSE) Policy**

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## Introduction

At Codsall Community High School it is our aim to give students the 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 practise 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.

We aim to provide high quality, evidence-based and age-appropriate teaching of these subjects to help prepare students for the opportunities, responsibilities and experiences of adult life. This will help to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in society.

This policy outlines the procedures used at Codsall Community High School to ensure the quality of teaching of RSE positively impacts the development of learners.

## What is Relationships and Sex Education (RSE)?

Relationship and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should help support students gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives students' essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. It enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing; as well as preventing sexual harassment and sexual violence.

At Codsall Community High School, RSE through Wider Learning and PSHEE aims to:

- Give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- Teach students to understand human sexuality and to respect themselves and others;
- Provide knowledge about safer sex and sexual health which remains important to ensure that students are equipped to make safe, informed and healthy choices as they progress through adult life;
- Teach students about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult;
- Teach students to understand the benefits of healthy relationships to their mental wellbeing and self-respect;
- Underpin a wider, deliberate practice of resilience and character in the individual;
- Teach students about the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- Teach about boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem;
- Teach students how to recognise an abusive relationship including coercive and controlling behaviour;
- Teach students the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour' based violence such as forced marriage and FGM, and how to access support;
- Teach students what constitutes sexual harassment and sexual violence and why these are always unacceptable;

- Enable students to be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

## Working with parents/carers and the wider community

The role of the parents in the development of their children's understanding about relationships is vital. At Codsall Community High School, we ensure that parents know what will be taught and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

The Relationships and Sex Education Policy is available on the school website. A text message is sent at the start of the academic year, prior to the scheme of work being taught to students, to inform parents of the RSE content.

The Wider Learning Co-ordinators consulted with parents via online parent surveys (made available on the school website) over the content taught in Wider Learning and the creation of this policy.

## Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Parents/carers will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents/carers will be able to withdraw their child (following discussion with the Head of Year or the Wider Learning Co-ordinator) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. Before granting any such request, the Head of Year or the Wider Learning Co-ordinator will discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept (see Appendix 1).

The Head of Year or the Wider Learning Co-ordinator will 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.

Once those discussions have taken place, except in exceptional circumstances, Codsall Community High School will respect the parents/carers' request to withdraw the 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, Codsall Community High School will make arrangements to provide the child with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where a student's specific needs arising from their SEND are taken into account when making this decision. If a student is excused from sex education, it is the responsibility of Codsall Community High School to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education. In this instance, the Head of Year or the Wider Learning Co-ordinator will liaise with the SENCo to put appropriate provision in place for the specific student.

## Equality

Codsall Community High School is required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools' advice.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

## Students with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities who represent a large minority of students. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Codsall Community High School will also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice when teaching these subjects to those with SEND.

## Delivery of RSE at Codsall Community High School

It is the responsibility of the Wider Learning co-ordinators to ensure teachers who are delivering the RSE program are comfortable in the delivery and the content of the material. One-to-one training is also readily available, with the Wider Learning co-ordinators, should an individual request it.

Students are allocated one half term per academic year to cover relevant RSE material that is appropriate for their age group. This lesson appears on a rotation block structure to ensure all students have access to the RSE material within that academic year. It is also the responsibility of the form tutor to address some issues during tutor time PSHEE sessions where appropriate.

## How RSE is monitored and evaluated

Throughout the RSE program, students are asked to reflect on the themes and issues they cover. They are asked to discuss the content with their peers and with their teacher, create leaflets, fill out charts and design advice material that allows the teacher to monitor their learning and evaluate how they have understood the material covered.

Students will complete Wider Learning booklets on each of the six Wider Learning. This is used to assess pupils' knowledge, understanding, views and misconceptions of a variety of topics relating to health, online safety and relationships. To check for progress, students will complete a reflection task at the end of the Wider Learning topic. This allows both teaching staff and pupils to see how far they have come in their learning.

## RSE Content

The following content is covered by the end of Year 11 through PSHEE and Wider Learning lessons:

- Families; 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.

- Respectful relationships including friendships; 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.
- Online and media; 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; 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).
- Intimate and sexual relationships, including sexual health; 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 and menopause, 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.

## Summary

Overall, our focus is to ensure that all students know how to keep themselves safe in the wider world. They understand the risks and as a result the consequences they could face if they don't put their safety as paramount. Through effective planning and delivery of the material we aim to encourage the students to actively get involved with discussions so that they feel comfortable on seeking advice in the future should they need it. It is the responsibility of the Deputy Headteacher (Pastoral) and Wider Learning Co-ordinators to update this policy annually to ensure that it is kept up to date with issues that may arise in society which could endanger students.

## Appendix 1

### Right to Withdraw Form for Parents/Carers

Name of Student:

Tutor Group:

Parent/Carer:

Reason for withdrawal from sex education:

#### Discussion with Parents/Carers

Benefits of sex education discussed

Help students to;

- develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- understand human sexuality and to respect themselves and others;
- understand safer sex and sexual health which remains important to ensure that students are equipped to make safe, informed and healthy choices as they progress through adult life;
- understand the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Benefits to social and emotional development discussed

- This could include any social and emotional effects of being excluded
- 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.

Statutory requirements discussed

- Parents/carers will be able to withdraw their child (following discussion with the Head of Year) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age -of 16.
- After that point, if the child wishes to receive sex education rather than be withdrawn, Codsall Community High School will make arrangements to provide the child with sex education during one of those terms

Date:

Head of Year/Wider Learning Co-ordinator:

Parent/Carer:

Student: