



Codsall Community High School

Relationships, Sex and Health Education (RSE) Policy

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.

At Codsall Community High School, RSE 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;
- 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.

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) 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 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 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 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 RSE 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 RSE 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 take part in a baseline assessment at the beginning of the rotation block (see Appendix 2). 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 then revisit the baseline assessment at the end of the rotation block. 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 the rotation block and tutor-led PSHEE lessons:

- Families
Different types of families; marriage; characteristics/status of other long-term relationships; roles and responsibilities of parents
- Respectful relationships
Healthy friendships; stereotypes based on sex, gender, race, religion, sexual orientation and/or disability; respect; bullying; violent behaviour and/or coercive control; sexual harassment and/or violence, equality including the protected characteristics outlined by Equality Act 2010
- Online and Media
Rights, responsibilities and opportunities online; online risks; sharing personal material; reporting online material; how sexually explicit material can damage the way people see themselves and/or their relationships with others; sharing and viewing indecent images; how information and data is used online
- Being safe
Laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM; communicating and recognising consent; withdrawing consent
- Intimate and sexual relationships, including sexual health
Positive aspects of one-to-one intimate relationships including mutual respect, consent, loyalty, trust, shared interests, sex and friendships; positive and negative effects of choices made in sex and relationships; reproductive health including fertility and menopause; choices about delaying sex; contraception; pregnancy and miscarriage; choices relating to pregnancy including adoption, keeping the baby, abortion and where to get help; sexually transmitted infections (STIs); how the use of alcohol and drugs can lead to risky sexual

behaviour; how and where to access confidential sexual and reproductive health advice and treatment

- The Law

Surrounding: marriage; consent; violence against women and girls; online behaviours including image and information sharing; pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism/radicalisation; criminal exploitation; hate crime; female genital mutilation (FGM)

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 RSE 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.

Appendices

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

Parent/Carer

Student

Y9 Baseline Assessment

1. Define RESPECT.

- a) 'A positive feeling or action shown towards someone or something considered important or held in high esteem or regard'.
- b) 'A state of happiness and satisfaction'
- c) 'Not calling people names'.

2. Which type of abuse is the following action:

Constant insults and name calling

- Sexual/Emotional/Physical/Financial

3. Which type of abuse is the following action:

Hitting, punching, pushing or biting

- Sexual/Emotional/Physical/Financial

4. Which type of abuse is the following action:

Unwanted kissing or touching

- Sexual/Emotional/Physical/Financial

5. Which type of abuse is the following action:

Forcing you to buy them things

- Sexual/Emotional/Physical/Financial

6. How many assaults will an average woman suffer before making a Domestic Violence report?

- 15 / 25 / 35

7. What can you do if you are worried about your relationship?

- a) Try to listen to your partner's requests to make them happy
- b) Talk to friends, family and trusted adults about what is happening to you
- c) Don't worry your family and friends as this will make you feel guilty
- d) Think about safe places that you know that you can go to

8. What is the age of consent in the UK?

- 15 / 16 / 18

9. Which of these forms of contraception protect you against STIs?

- Combined Pill / Female Condom / Male Condom / Contraceptive Injection / Emergency Contraception

10. The male condom is the most common form of contraception, but how effective is it?

- 100%
- 98%
- 89%

11. 'A small, flexible rod containing the hormone 'progestogen' that is inserted under the skin, usually on the upper part of the arm' is what form of contraception?

Contraceptive Implant

12. What form of contraception can be used if all other contraceptive methods fail?

- a) Emergency Contraception ('Morning After Pill')
- b) Contraceptive Injection
- c) Coil

13. What is the most common Sexually Transmitted Infection (STI)?

- a) Gonorrhoea
- b) Genital Warts
- c) Herpes
- d) Chlamydia

14. Which STI lives in pubic hair?

- a) Headlice
- b) Genital Warts
- c) Pubic Lice (also referred to as 'crabs')
- d) Gonorrhoea

15. It is unusual for women over the age of 45 to get pregnant, due to which process?

- a) Menopause
- b) Photosynthesis
- c) Menstruation cycle
- d) Puberty

16. Which one of these is NOT a 'common' reason for teenage pregnancy?

- a) Glamorisation of pregnancy
- b) Sexual abuse
- c) Absent parents
- d) Waiting to start a family after marriage

17. Which of these are symptoms of pregnancy? (You can select more than one answer):

- a) Feeling sick
- b) Cravings
- c) Rash
- d) Breast Pain
- e) Head aches
- f) Missed Period

18. Ultimately, who's choice is it to terminate a pregnancy?

- a) Female partner
- b) Male partner

19. What length of time are women most fertile for during their menstrual cycle?

- a) 1 – 2 days each cycle
- b) 5 – 6 days each cycle
- c) 7 – 10 days each cycle

20. What does HIV stand for?

- a) Highly Infectious Virus
- b) Human Immunodeficiency Viruses
- c) Highly Irritating Viral disease