

Cedar Mount Academy

# Relations and Sex Education Policy

2021



**Cedar Mount Academy**  
BRIGHT FUTURES EDUCATIONAL TRUST

|   |   |
|---|---|
| Name:   | <b>Relations and Sex Education Policy</b> |
| Approved by:  | Local Governing Body                      |
| Policy Created:   | June 2020                                 |
| Date of review  | 3 years                                   |
| Update Approved:  |   |
| All policies are available to stakeholders either on the school website or upon request from the school office. |   |

Cedar Mount Academy is a member of the Bright Futures Educational Trust and as such adheres to the vision and values of the Trust working to achieve their strategic objectives.

The vision of Bright Futures Educational Trust is to create a world class education to enable every young person to reach their full potential, and in particular, their full academic potential. All staff have a duty of care to take the action needed to keep pupils, staff and visitors safe.

RSE is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. It contributes to the spiritual, moral, cultural, mental and physical development of students and prepares them for the experiences, rights and responsibilities of adult life.

## 1 AIMS

The aims of relationships and sex education (RSE) at our school are to:

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

The aims and objectives of this policy are underpinned by the Bright Futures Educational Trust's vision: the best *for* everyone and the best *from* everyone and the academy values of hard work aspiration and respect.

## 2 STATUTORY REQUIREMENTS

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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](#).

At Cedar Mount Academy we teach RSE as set out in this policy.

## 3 POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4 DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It has three main elements:

### 4.1 ATTITUDES AND VALUES:

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

### 4.2 PERSONAL AND SOCIAL SKILLS:

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

### 4.3 KNOWLEDGE AND UNDERSTANDING:

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- The avoidance of unplanned pregnancy.

## 5 CURRICULUM

Our curriculum is set out as per Appendix A but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 6 DELIVERY OF RSE

RSE is taught within the Ethics and Politics education curriculum. Biological aspects of RSE are taught within the Secondary schools insert:

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

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix A.

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, LGBT 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 around them (for example: looked after children or young carers).

## 7 ROLES AND RESPONSIBILITIES

### 7.1 THE LOCAL GOVERNING BODY

The local governing body will approve the RSE policy, and hold the principal to account for its implementation.

### 7.2 THE PRINCIPAL

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### 7.3 STAFF

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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 principal.

The head of religious studies and citizenship, ethics and politics is Laura Morris.

### 7.4 PUPILS

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8 PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education 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.

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

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

Insert additional information about the actions the headteacher will take.

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

## 9 TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10 MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Danny Gibson, assistant vice principal through:

- Line management support
- Planning and teaching scrutinies
- Ongoing learning walks

Pupils' development in RSE is monitored by the head of religious studies and citizenship, ethics and politics as part of our internal assessment systems.

## Appendix A RSE AUDIT DOCUMENT

This document identifies all aspects of the new RSE curriculum that are delivered within the subject, and the right hand column adds additional specific explanatory details.

Our pupils are meant to have all the knowledge detailed below by the end of their secondary career.

Citizenship

RS

Other

| Area of Curriculum                                    | What students should know  | Detail of where this is taught/ topic it is placed within   |
|---|--|---|
| <b>Families</b>                                       | <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.               <ul style="list-style-type: none"> <li>• the roles and responsibilities of parents with respect to the raising of children.</li> <li>• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul> </li> </ul> | <p>Y7 – I Matter (3 Healthy Relationships). <a href="#">Diversity Week.</a><br/>Y7 – I Matter (3 Healthy Relationships)</p> <p>Y7 – I Matter (3 Healthy Relationships, 5 Forced Marriage)</p> <p>Y7 – I Matter (5 Forced Marriage)</p> <p>Y7 – I Matter (3 Healthy Relationships)</p> <p>Y7 – I Matter (3 Healthy Relationships)</p> <p>Y9 – Safe and Free (2 Trapped, 3 Reducing Risk)</p> |
| <b>Respectful relationships including friendships</b> | <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending 22 relationships. This includes different (non-sexual) types of relationship.</li> <li>• 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).</li> </ul>   | <p>Y7 – I Matter (3 Healthy Relationships)<br/>Y8 – I Matter (2 Relationships)</p> <p><a href="#">Y8 – Rights and Responsibilities (1 Your Rights, 3 Civil Rights, 4 LGBTQ+ Rights)</a></p>   |

| Area of Curriculum      | What students should know  | Detail of where this is taught/ topic it is placed within  |
|-------------------------|--|--|
|                         | <ul style="list-style-type: none"> <li>• 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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. <ul style="list-style-type: none"> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul> </li> <li>• 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.</li> </ul>  | <p>Y7, Y8, Y9, Y10 – Values (2 Respect)</p> <p>Y7 – I Matter (2 Cyberbullying)</p> <p>Y7 – I Matter (3 Healthy Relationships)<br/>Y10 – I Matter (3 Abuse)<br/>Y8 – I Matter (3 Consent)<br/>Y11 – I Matter (3 Consent and the Law)<br/><a href="#">Y8 – Rights and Responsibilities (1 Your Rights, 3 Civil Rights, 4 LGBTQ+ Rights)</a><br/>Y7 – Rights (1 What are rights?, 3 Legal Rights, 4 Employment Rights)</p>  |
| <b>Online and Media</b> | <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. <ul style="list-style-type: none"> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them. <ul style="list-style-type: none"> <li>• what to do and where to get support to report material or manage issues online.</li> </ul> </li> </ul> </li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material often 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is against the law. <ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online</li> </ul> </li> </ul> | <p>Y7 – I Matter (2 Cyberbullying)<br/>Y8 – I Matter (2 Relationships)<br/><a href="#">Internet Safety Week (assemblies/form time)</a><br/>Y7 – I Matter (2 Cyberbullying)<br/>Y8 – I Matter (2 Relationships)<br/><a href="#">Internet Safety Week (assemblies/form time)</a></p> <p>Y7 – I Matter (2 Cyberbullying)<br/>Y8 – I Matter (2 Relationships)<br/><a href="#">Internet Safety Week (assemblies/form time)</a><br/>Y8 – I Matter (3 Consent)<br/>Y9 – I Matter (2 Sexting)<br/>Y11 – I Matter (2 Pornography)</p> <p>Y9 – I Matter (2 Sexting)</p> <p><a href="#">Y7-8 ICT safety aspects of how data is shared</a></p> |

| Area of Curriculum   | What students should know   | Detail of where this is taught/ topic it is placed within   |
|--|---|---|
|  |   | Y9-11 technical side/how to avoid the dangers and check systems for system security.  |
| <b>Being Safe</b>  | <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <br/> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>   | <p>Y7 – I Matter (5 Forced Marriage)<br/> Y8 – I Matter (3 Consent)<br/> Y9 – Safe and Free (1 Preservation of Human Rights, 2 Trapped).<br/> Y9 – I Matter (5 Exploitation)<br/> Y10 – I Matter (3 Abuse)<br/> Y11 - I Matter (3 Consent and Law)</p> <p>Y8 – I Matter (3 Consent)<br/> Y11 - I Matter (3 Consent and Law)</p>   |
| <b>Intimate &amp; sexual relationships including sexual health</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> </ul> | <p>Y7 – I Matter (3 Healthy Relationships)<br/> Y10 – I Matter (4 Reasons for Sex)<br/> Y11 – I Matter (4 Are they ready?)<br/> Y9 – I Matter (4 Condoms and STIs)<br/> Y9/10/11 – Brook assembly</p> <p>Y9 – I Matter (4 Condoms and STIs)</p> <p>Y10 – I Matter (4 Reasons for Sex)<br/> Y11 – I Matter (4 Are they ready?)</p> <p>Y10 – I Matter (4 Reasons for Sex)<br/> Y11 – I Matter (4 Are they ready?)<br/> Y9 – I Matter (4 Condoms and STIs)<br/> Y11 – I Matter (4 Are they ready?)</p> <p>Y11 – I Matter (4 Are they ready?)</p> <p>Y9 – I Matter (4 Condoms and STIs)</p> |



| Area of Curriculum | What students should know  | Detail of where this is taught/ topic it is placed within  |
|--------------------|--|--|
|                    | <ul style="list-style-type: none"> <li>• 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.</li> <li>• how prevalence of some STIs , the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> | <p>Y9/10/11 – Brook assembly<br/>World Aids Day assembly</p> <p>Y9 – I Matter (4 Condoms and STIs)<br/>Y9/10/11 – Brook assembly<br/>Y10 – I Matter (6 Drugs)<br/>Y9 – I Matter (4 Condoms and STIs)<br/>Y9/10/11 – Brook assembly</p> |

### Physical Health & Mental Wellbeing

| Area of Curriculum        | What students should know   | Detail of where this is taught/ topic it is placed within  |
|---------------------------|---|--|
| Mental Wellbeing          | <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• <b>that happiness is linked to being connected to others.</b></li> <li>• how to recognise the early signs of mental wellbeing issues.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.</li> <li>• the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul> | <p>Y7 – I Matter (1 Self-esteem)<br/>Y9 – I Matter (1 Emotional Health)</p> <p>Y9 – I Matter (1 Emotional Health)<br/>Y9 – I Matter (1 Emotional Health)<br/>Y10 – I Matter (1 Mental Health)<br/>Y11 – I Matter (1 Depression and Anxiety)</p> <p>Y10 – I Matter (1 Mental Health)</p> <p>Y9 – I Matter (1 Emotional Health)<br/>Y10 – I Matter (1 Mental Health)<br/>Y11 – I Matter (1 Depression and Anxiety)</p> |
| Internet safety and harms | <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships</li> </ul>   | <p>Y7 – I Matter (1 Self-esteem)</p>   |

| Area of Curriculum                  | What students should know   | Detail of where this is taught/ topic it is placed within   |
|-------------------------------------|---|---|
|                                     | <p>(including social media), how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours</li> </ul>   | <p>Y7 – I Matter (2 Cyberbullying)<br/>Y8 – I Matter (2 Relationships)</p>  |
| <b>Physical health and fitness</b>  | <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• facts about wider issues such as organ/blood donation.</li> </ul>  | <p>Y10 – I Matter (1 Mental Health)</p> <p>Y7 – Healthy Lifestyles (1 Healthy Eating)<br/><i>Fitness units in KS3 and BTEC KS4 in PE</i></p> <p><i>Organ donation week/blood donor day form time</i></p>  |
| <b>Healthy Eating</b>               | <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders and cancer.</li> </ul>   | <p>Y7 – Healthy Lifestyles (2 Eating Disorders)</p>   |
| <b>Drugs, alcohol &amp; tobacco</b> | <ul style="list-style-type: none"> <li>• the facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> | <p>Y7 – Healthy Lifestyles (3 Alcohol, 4 Drugs)</p> <p>Y7 – Healthy Lifestyles (3 Alcohol, 4 Drugs)<br/>Y7 – Healthy Lifestyles (3 Alcohol, 4 Drugs)</p> <p>Y7 – Healthy Lifestyles (3 Alcohol, 4 Drugs)<br/><i>Crime and Punishment RS GCSE (Causes of Crime)</i><br/>Y9 – Healthy Living (3 Stimulants, 4 Depressants, 5 Misuse/addiction)</p> <p>Y7 – Healthy Lifestyles (4 Drugs)</p> |
| <b>Health &amp; prevention</b>      | <ul style="list-style-type: none"> <li>• about personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.</li> </ul>   | <p>Y7 – Healthy Lifestyles (5 Hygiene)</p> <p>Y7 – Healthy Lifestyles (5 Hygiene)</p>   |

| Area of Curriculum         | What students should know   | Detail of where this is taught/ topic it is placed within  |
|----------------------------|---|--|
|                            | <ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and flossing, including visits to the dentist.</li> <li>• <b>(late secondary) the benefits of regular self-examination (including screening and immunisation).</b></li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul> | Y8 - Mindfulness   |
| Basic First Aid            | <ul style="list-style-type: none"> <li>• <b>basic treatment for common injuries.</b></li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>  | Y8 - Red Cross First Aid visit<br>Restart a heart week form time<br>Restart a heart week form time |
| Changing adolescent bodies | <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>  | Y7 – I Matter (4 Puberty and Reproduction)<br><br>Y7 – I Matter (4 Puberty and Reproduction)       |

## Appendix B REQUEST TO WITHDRAW CHILD FROM SEX EDUCATION LESSONS

|  |      |
|--|------|
| To be completed by parents/carers of a pupil of Cedar Mount Academy              |      |
| Name of student  | Form |
| Name of parent/carers  | Date |
| Reason for withdrawing from sex education within relationships and sex education |      |
| Any other information you would like the school to consider                      |      |
| Signature of Parent/Carer  |      |
| Agreed actions from discussion with the parents/carers (school to complete)      |      |
| Signed   | Date |