



Policy: Relationships and Sex Education and Health Education Policy

1. Statement of intent

- 1.1. At Cirencester Deer Park School, we understand the importance of educating pupils about relationships, sex, and their health, for them to make responsible and well-informed decisions in their lives.
- 1.2. We recognise parents and carers are the prime educators for children on many of these matters. We aim to complement and reinforce this role and build on what pupils learn at home as an important part of delivering a good education.
- 1.3. Our teaching of relationships, sex education and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. Furthermore it allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.
- 1.4. We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching in these subjects. This policy outlines how the school's relationships, sex education and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

2. Definition of relationships, sex education and health education

- 2.1. Relationships and sex 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, computing and others are taught as part of personal, social, health and economic education (PSHEe).
- 2.2. A comprehensive programme of relationships and sex education and health education 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.
- 2.3. Health education aims to give people the information they need to live healthily. This information includes mental health, internet safety, physical health, healthy eating, substance abuse, first aid and health and puberty.

3. The aims of relationships, sex education and health education

- 3.1. Through our relationships and sex education and health education programmes we aim to:

- build on the relationships and health education knowledge our pupils acquired at primary school;
- foster pupil wellbeing and develop resilience and character;
- develop our pupils' further understanding of health, with an increased focus on risk areas such as drugs and alcohol;
- introduce our pupils to knowledge about intimate relationships and sex;
- develop personal attributes including kindness, integrity, generosity, and honesty;
- make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up;
- raise our pupils' awareness of mental wellbeing and how this is central to these subjects and their happiness;
- give our pupils the knowledge and capability to take care of themselves, face challenges and seek and receive support if problems arise such as feeling lonely;
- nurture the belief that all pupils can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

3.2. Cirencester Deer Park School is committed to providing good quality relationships and sex education (RSE) within the context of the personal, social, health and economic education (PSHEe) programme and extended services which include, but are not limited to:

- The school's welfare assistant
- Police Community Support Officers (PCSO)
- Infobuzz
- Child and Adolescent Mental Health (CAMHS)
- Teens in Crisis (TIC+)
- Cotswold counselling
- Nelson's Trust
- DOOR
- GDASS
- School mentors
- the school nurse
- Gloucestershire Hospital Education Service (GHES)
- Youth Support Team (YST)

4. Legal Framework

4.1. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all state schools

4.2. Therefore, this policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- 'Keeping children safe in education' DfE (2021)
- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE (2019 and associated updates 2021)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)

- Sexual violence and sexual harassment between children in schools and colleges, Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, DfE 2021
- Behaviour and Discipline in schools
- Equality Act 2010
- Special Educational Needs and Disabilities (SEND) Code of Practice
- Mental health and behaviour in schools
- 'National curriculum in England: science programmes of study' DfE (2015)
- Children and Social Work Act 2017

4.3. This policy operates in conjunction with the following school policies:

- Behaviour for success policy
- SEND policy
- E-safety policy
- Equal Opportunities policy
- Anti-Bullying policy
- Child Protection and Safeguarding policy
- ICT Acceptable Terms of Use Agreement

5. Roles and responsibilities

5.1. The Head of Ethics and Computing is responsible for:

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- Overseeing the delivery of relationships, sex and health education.
- Working closely with colleagues in related curriculum areas to ensure the relationships, sex and health education curriculum complements, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the relationships, sex and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of relationships, sex and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to relationships, sex and health education.
- Leading faculty meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.

5.2. Subject teachers are responsible for:

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- Acting in accordance with, and promoting, this policy
- Delivering relationships, sex and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.

- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to relationships, sex and health education.
- Liaising with the Special Educational Needs and Disabilities Coordinator (SENDCO) about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the relationships, sex and health education subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in relationships, sex and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the relationships, sex and health education subject leader (Head of Ethics and Computing) or a member of the school's strategic leadership team.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of relationships, sex and health education, by providing them with alternative education opportunities.

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6. Organisation of the relationships and sex education and health education curriculum

- 6.1. Relationships and sex education and health education are coordinated by the Head of Ethics and Computing in consultation with the school's leadership team.
- 6.2. The relationships and sex education and health education schemes of learning will be delivered as an integral part of our PSHEe programme of study by a specialist team of teachers and, when appropriate, health professionals and youth workers.
- 6.3. Where appropriate, health care professionals will be involved in the planning of the curriculum. Some aspects of sex education and HIV/AIDS will be delivered through the Science National Curriculum.
- 6.4. All aspects of relationships and sex education and health education are taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.
- 6.5. A variety of teaching methods will be used. Before any lesson begins, the teacher will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear of embarrassment or judgement.
- 6.6. Where time allows, a spiral model of curriculum will be followed. A topic may be revisited over several years in order to meet the needs of pupils at different levels of maturity.
- 6.7. Relationships, sex education and health education lessons, while providing accurate information, will use appropriate resources and teaching methods to develop the skills required for decision making, personal reflection and assertiveness.
- 6.8. Within relationships and sex education we aim to address the topics set out in the statutory guidance should be covered by the end of secondary school. These are summarised in Annexe A.
- 6.9. As a school we are proactive in keeping abreast of national issues and we review our curriculum in light emerging national issues and respond to national guidance, for instance up-skirting, (KCSIE 2019) and sexual harassment (KCSIE 2021).

- 6.10. Trained staff in school will be able to give pupils full information about different types of contraception, including emergency contraception and their effectiveness. Guidance on where to obtain confidential advice may be given.
- 6.11. If a teacher does not wish to deliver relationships and sex education and health education for moral or religious reasons arrangements may be made for another member of staff, health care professional or youth worker to cover the lessons.
- 6.12. Menstruation is included in puberty lessons, science lessons. Sanitary products are available from both pastoral and the school nurse. The school is aware of period poverty.

7. Physical health and mental wellbeing

- 7.1. Health education is coordinated by the Head of Ethics and Computing in consultation with the school's leadership team. Teachers in our PE team make a significant contribution to Health Education through specific schemes of learning in both Key Stages 3 and 4 which encourage healthy lifestyles and promote a life-long commitment to physical activity and sport.
- 7.2. Within health education we aim to address the topics set out in the statutory guidance should be covered by the end of secondary school. These are summarised in Annexe B.

8. Delivery of the curriculum

- 8.1. We deliver a comprehensive PSHEe programme at Cirencester Deer Park School. This means that it:
 - is a partnership between home and school;
 - ensures children and young people's views are actively sought to influence lesson planning and teaching;
 - starts early and is relevant to pupils at each stage in their development and maturity;
 - is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent;
 - includes the acquisition of knowledge, the development of life skills and respectful attitudes and values;
 - has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services;
 - helps pupils understand on and offline safety, consent, violence and exploitation;
 - is both biologically and factually correct and treats sex as a normal and pleasurable fact of life;
 - is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience;
 - enables pupils to use the correct terminology;
 - raises awareness of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and promotes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled;
 - uses active learning methods, and is rigorously planned and evaluated;
 - helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media;
 - teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations;

- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs;
- relationships, sex and health education is not aimed at making the pupils more likely to engage into sexual activity.

8.2. Our mission is to provide factually correct information delivered in an objective way in order to empower our young people to make informed decisions.

8.3. With regard to relationships, sex and health education pupils and in the context of their lessons are made aware of the relevant legal provisions when topics are being taught, including the law in regard to:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

9. Working with parents

9.1. Parents are the key people in teaching their children about relationships and sex and the transition from childhood to adult life.

9.2. Parents may find it difficult to talk to their children about relationships and sex and should be supported by the school and health workers in their role as sex educators.

9.3. The Head of Ethics and Computing, and members of the school's leadership team will discuss the programme with parents as requested.

9.4. Parents have the right to withdraw their children from all or part of relationships, sex and health education provided at Cirencester Deer Park School with the exception of those topics included in the statutory National Curriculum.

10. Confidentiality

10.1. Teachers cannot offer or guarantee pupils confidentiality on any issue of disclosure. Should issues of a sensitive nature arise, the school, whilst providing maximum support for the pupils, will aim to involve parents and/or any relevant support agency as appropriate to ensure the fulfilment of the schools duty of care.

- 10.2. The school will provide opportunities for pupils to speak to healthcare professionals who, while respecting the confidence of the pupils (N.B. Not for the under 13s, but for those over 13 depending mental health and well-being, will encourage them to work with their parents in addressing any issues of a personal or sensitive nature.
- 10.3. The school's response to disclosure is in the first instance, to maintain the safety of the pupil.
- 10.4. This section should be read in conjunction with and with particular reference to the Safeguarding Policy and the Code of Conduct for Staff.

11. Monitoring

- 11.1. The Head of Ethics and Computing, in consultation the school's leadership team will review on an annual basis the provision for relationships, sex and health education through rigorous self-evaluation to include lesson observations, pupil questionnaires, staff questionnaires and analysis of learning outcomes where appropriate. The Head of Ethics and Computing will then plan and develop the provision for the following year. To ensure compliance, close reference is made to the latest guidance on relationships, sex and health education published by The Department of Education.
- 11.2. Every two years pupils in Year 8 and 10 complete the on-line pupil survey which is a Gloucestershire strategy from Gloucestershire Healthy Living and Learning which enables us to gauge the wellbeing of our pupils and highlight any emerging trends and themes. In response to this we adapt our relationships, sex education and health education programmes of study.
- 11.3. Opportunities for teachers to discuss issues and otherwise support each other will be made whenever possible. With support from specialist INSET provision, the Head of Ethics and Computing and the team of PSHEe teachers will maintain and monitor a curriculum that is up to date and relevant to the pupils.
- 11.4. To help us develop and improve the quality of our provision, we make excellent use of the resources provided by, but not limited to, the Gloucestershire Healthy Living and Learning website (<http://www.ghll.org.uk/>), the PSHEe Association, the Oak National Academy and the UK Health Security Agency and Office for Health Improvement and Disparities; and the continuing professional development support that they provide. Many of their resources are embedded in our schemes of learning. We use their GHLL's PINK curriculum in school to map out our programme of studies. Furthermore, we welcome the support from a PSHEe lead practitioner from Gloucestershire Healthy Living and Learning.

12. Review

- 12.1. Our relationships and sex education and health education policy is formally reviewed by the school's local governing body annually.
- 12.2. As well as fulfilling their legal obligations, the school's local governing body also make sure that:
 - all pupils make progress in achieving the expected educational outcomes;
 - the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - teaching is delivered in ways that are accessible to all pupils with SEND;
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Annexe A

What pupils should know by the end of secondary school: Relationships and Sex Education

- Pages 27-29 Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DFE (2019 and associated updates 2021).

Families	<p>Pupils should know:</p> <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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know:</p> <ul style="list-style-type: none">• the characteristics of positive and healthy friendships, in all contexts including online, such as:<ul style="list-style-type: none">○ 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 (for example, 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;

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <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, for example 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	<p>Pupils should know:</p> <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.
Intimate and sexual relationships, including sexual health	<p>Pupils should know:</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, for example physical, emotional, mental, sexual and reproductive health and wellbeing;

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| | <ul style="list-style-type: none">• 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 and 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.. |
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Annexe B

What pupils should know by the end of secondary school: Physical Health and Mental Wellbeing

- Pages 36-38 Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DFE (2019 and associated updates 2021)

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary;• that happiness is linked to being connected to others;• how to recognise the early signs of mental wellbeing concerns;• common types of mental ill health (e.g. anxiety and depression);• 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;• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online;• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress;• 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 cardio-vascular ill-health;• about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions; • the law relating to the supply and possession of illegal substances; • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood; • the physical and psychological consequences of addiction, including alcohol dependency; • awareness of the dangers of drugs which are prescribed but still present serious health risks; • 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.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics; • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist; • (late secondary) the benefits of regular self-examination and screening; • the facts and science relating to immunisation and vaccination; • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn;.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries; • life-saving skills, including how to administer CPR; • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing; • the main changes which take place in males and females, and the implications for emotional and physical health.

Document History

Creation Date	December 2020
School Lead	Emma Hope, Head of Ethics and Computing
Approved by	Local Governing Body
First approval date	December 2020
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Last review/approval date	June 2022

Review date	Significant amendments	Made by	Next review
December 2020	New policy created by Chiquita Henson, Headteacher	CXH	December 2023
June 2022	Revised and updated to reflect latest guidance: Changed references to Assistant Head to school's leadership team; Para. 3.2: expanded acronyms; Section 6: deleted lists to reduce duplication as content is covered comprehensively in Annexes A and B; Para. 8.3: new to include teaching of the law around key topics; Para. 11.6: added additional resources; Annexes A and B: updated to reflect the latest guidance and curriculum plan, including the addition of basic first aid.	CXH, EH	June 2023