

Relationships and Sex Education Policy (from 2020)

Relationships Education (Primary)

Relationships & Sex Education (Secondary)

Personal, Social, Health and Economic Policy

This policy is informed by DfE statutory guidance and advice (March 2019)

Document Control

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Revisions

Version	Page/Para No.	Description of Change	Approved On

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1. Aims

The aims of relationships and sex education (RSE) in our academies are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- We support the DfE ambition for all young people to stay safe and prepared for life in modern Britain. This ambition is realized through the development of this policy, which extends our current statutory duty to provide age appropriate Relationships Education for the primary phase and Relationships & Sex Education for the secondary phase, delivered through Personal, Social, Health and Economic Education (PSHE).
- Each academy has the freedom to deliver content appropriate to the age of the students and their religious backgrounds within the CMAT framework for PSHE, which includes RSE, (App1a and App1b for primary and secondary academies consecutively).

2. Statutory requirements

All CMAT academies teach RSE as set out in this policy.

Primary academies

As a primary academy school we must provide relationships education to all students as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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.

As part of CMAT we teach RSE as set out in this policy.

Our funding agreement and articles of association can be found on the CMAT website: <https://www.cmatrust.co.uk/legal-documents/>

Secondary academies

As a secondary academy school we must provide RSE to all students 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.

As part of CMAT we teach RSE as set out in this policy.

Our funding agreement and articles of association can be found on the CMAT website: <https://www.cmatrust.co.uk/legal-documents/>

3. Policy development

This policy has been developed in consultation with the Academy Council, Staff, Students and Families. The consultation and policy development process involved the following steps:

1. Review: the PSHE Leaders 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. Family/stakeholder consultation: parents, families and any interested parties were invited to contribute to the policy.
4. Student consultation: we investigated what exactly students want from their RSE through rigorous quality assurance.
5. Ratification: once amendments were made, the policy was shared with the academy council and the Executive Principals, before becoming ratified.

4. Definition

RSE is delivered in all CMAT primary academies and provides the statutory relationships education. As Primary sex education is not compulsory in primary schools, we have chosen not to deliver any non-statutory elements of sex education and to focus on the needs of our students through relationships.

RSE is delivered in all CMAT secondary academies and provides the statutory relationships and sex education defined.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our primary and secondary curriculum framework is set out as per Appendix 1a & 1b, but we may need to adapt it as and when necessary. The primary curriculum is additionally embedded into primary strand map, supplemented via Science lessons, additional bespoke PSHE lessons, assemblies, visitors and visits.

We have developed the curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students. If students 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.

For more information about our RSE expected curriculum outcomes, see Appendix 2 and 3.

6. Delivery of RSE

Relationships Education and RSE related topics within your curriculum are age-appropriate and have considered the needs of all students, including those with special educational needs.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The delivery of relationships education and SRE is complemented in delivery through parents, families, health professionals, youth workers, peer educators, the police and the wider community. Students may receive stand-alone sex education sessions delivered by trained external professionals.

The Lead Teacher will work closely with colleagues delivering SRE sessions and ensure appropriate training, guidance and support.

PSHE, in the context of Relationships Education and RSE, will reflect content appropriate to the age of the students and their religious backgrounds. This education will likely focus on:

- Healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education.
- Healthy minds, including positive mental health, emotional well-being, resilience
- Economic well-being and financial capability
- Careers education, preparation for the workplace and making a positive contribution to society.

Primary academies

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see App2.

Secondary academies

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 App3.

Primary and Secondary Academies

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 CMAT Executive

The CMAT Executive will approve the RSE policy and be adopted by each academies Academy Council to hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from 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 students
- Responding appropriately to students whose parents wish them to be withdrawn from the 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 headteacher.

7.4 Students

Students 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

CMAT Primary Academies:

Parents do not have the right to withdraw their children from relationships education.

CMAT Secondary Academies:

Parents have the right to withdraw their children from the 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 4 of this policy and addressed to the Headteacher.

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

Alternative work will be given to students who are withdrawn from sex education and they will be appropriately supervised for the duration of the specified time.

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 headteacher 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 CMAT Curriculum Review & Quality Assurance processes.

Both external trust quality assurance reviews and deep dives, along with internal academy monitoring arrangements, such as planning scrutinies, learning walks, lesson observations, book looks, student voice etc.

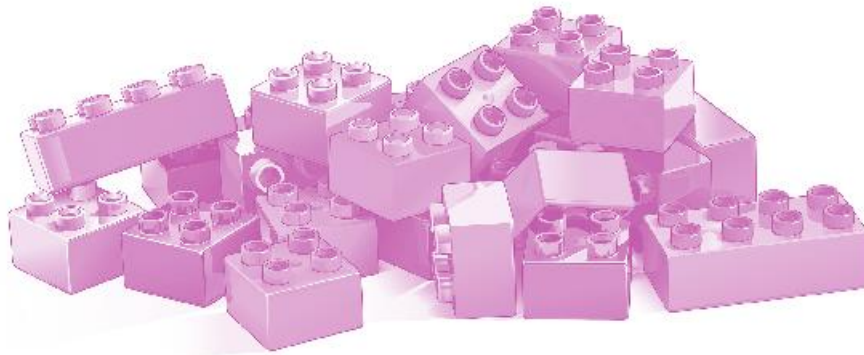
Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1a: CMAT Primary Curriculum Framework: KS 1 & 2 Thematic Model adopted from the PSHE Association

PROGRAMME BUILDERS FOR PSHE EDUCATION

KEY STAGES 1-2

2. THEMATIC MODEL



PSHE
Association

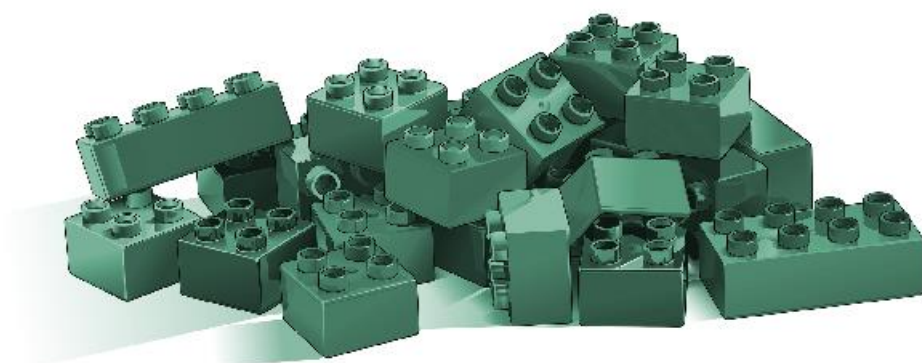
The national body for Personal,
Social, Health and Economic
(PSHE) education

Appendix 1b: CMAT Secondary Curriculum Framework: KS3 &4 Thematic Model and the KS5 SOW adopted from the PSHE Association

PROGRAMME BUILDERS FOR PSHE EDUCATION

KEY STAGES 3-4

4. THEMATIC MODEL



PSHE
Association

The national body for Personal,
Social, Health and Economic
(PSHE) education

KS5 Framework

1. We have adopted The PSHE Association KS5 PoS that covers the three core themes of Health and Well-Being, Relationships and Living in the Wider World. It takes into account progression and development of students' understanding of the overarching concepts and development of essential skills and attributes. We have created topic areas arranged into half term 'chunks', which can be adapted to suit each CMAT Academies planning

requirements: there is no 'correct order'. Each Academy should select the content that ensures opportunities to explore the overarching concepts and to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of their school and the needs of their students.

2. We are using the Gatsby 8 Pillars to inform our Careers Programmes, which will be woven into the PSHE Programme of study:
 - A stable careers programme
 - Learning from career and labour market information
 - Addressing the need of each student
 - Linking curriculum learning to careers
 - Encounters with employers and employees
 - Experiences of workplaces
 - Encounters with further and higher education
 - Personal guidance
3. We will incorporate the national requirements for religious education into the planning model. As a MAT we do not have to follow the LA SACRE guidance, but we are choosing to use the guidance to support a comprehensive model. The recommended minimum time is set out in the Dearing Review (1996) as KS1: 36 hours per year, KS2&3: 45 hours per year, KS4: 5% of curriculum time or 70 hours across the key stage. KS5 should be a flexible program which, whilst avoiding tokenism, may include units of study, day conferences, registration activities, assemblies and work integrated with other subjects.
4. CMAT values will be reflected throughout the plan and individual Academies values picked out accordingly.

LONG TERM PLANNING MODEL

	Autumn 1 Health & Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health & Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
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Year 12	Emotional Health and Wellbeing - How to make informed choices about matters including drugs, alcohol, tobacco and gambling. Self-concept. Healthy lifestyles and sexual health. Risk and Safety – Knowing how to assess and manage risks to their own and others' health and safety, e.g. travelling in the UK and abroad	Media literacy and Digital Resilience – How to live safely in an 'online' and connected world. Radicalisation Study Skills and Revision Careers and pathways – How to make informed choices and be enterprising and ambitious in life, education and work	Relationships values – forming respectful relationships. Discrimination	Emotional Health and Wellbeing – Understanding the importance of a balanced diet and physical activity	Consent – Understanding the concept of consent in a variety of contexts Contraception and parenthood	First Aid – Knowing how to respond in an emergency including administering First Aid Independent Living – How personal financial choices can affect oneself and others, student finance, budgeting on a salary and about rights and responsibilities as consumers
Year 13	Emotional Health and Emotional Wellbeing Recognising mental health issues and how to access appropriate advice Risk and Safety – Recognise and appreciate the physical dangers, legal and career consequences of	Careers and pathways – How to develop employability, team working and leadership skills and develop flexibility and resilience Study Skills and Revision Employment rights and responsibilities	Healthy and Abusive Relationships - How to manage risky or unhealthy relationships, including all forms of bullying, harassment and abuse (including online)	Influence of the Media – Understanding how social media can expand, limit or distort their view of the world Managing stress and anxiety	Sexual Health – How to practice and maintain good sexual health	Parliament and Democracy Economic Wellbeing Independent Living – How to identify and access appropriate help, advice and support in new locations or communities

	carrying offensive weapons.					
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Appendix 1c: CMAT curriculum framework summary PSHE, Relationships and sex education, Careers, PRE, Values

1. We have adopted The PSHE Association thematic model KS1 & 2, KS3 & 4 and the KS5 PoS. Each programme builder meets statutory guidance for Relationships Education, RSE and Health Education for each phase, within a comprehensive PSHE education programme. It takes into account progression and development of students' understanding of the overarching concepts and development of essential skills and attributes. Topic areas are arranged into half term 'chunks', which can be adapted to suit each CMAT Academies planning requirements: there is no 'correct order'. Each Academy should select the content that ensures opportunities to explore the overarching concepts and to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of their school and the needs of their students.
2. We are using the Gatsby 8 Pillars to inform our Careers Programmes, which will be woven into the secondary PSHE Programme of study:
 - A stable careers programme
 - Learning from career and labour market information
 - Addressing the need of each student
 - Linking curriculum learning to careers
 - Encounters with employers and employees
 - Experiences of workplaces
 - Encounters with further and higher education
 - Personal guidance
3. We will incorporate the national requirements for religious education into the planning model. As a MAT we do not have to follow the LA SACRE guidance, but we are choosing to use the guidance to support a comprehensive model. The recommended minimum time is set out in the Dearing Review (1996) as KS1: 36 hours per year, KS2&3: 45 hours per year, KS4: 5% of curriculum time or 70 hours across the key stage. The Primary Academies have a bespoke CMAT Syllabus across all phases.
4. CMAT values will be reflected throughout the plan and individual Academies values picked out accordingly.

The planning model can be taught in any order or style for each year group.

A careers overlay is matched over each year group.

RS is taught through skills led topics.

Appendix 2: By the end of primary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
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

TOPIC	STUDENTS SHOULD KNOW
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)

TOPIC	STUDENTS SHOULD KNOW
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 • 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

Appendix 4: Secondary Parent form: withdrawal from sex education within RSE.

Note: Parents do not have the right to withdraw from the CMAT Primary Curriculum as we do not deliver any non-statutory elements of sex education and only deliver relationships education.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>