

# Relationships and Sex Education Policy



CAPELLA HOUSE

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Required to publish on the website?	Yes

This policy should be read in conjunction with the Safeguarding Policy

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## 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

## 2. Statutory requirements

As a primary and secondary special school we must provide relationships education to all pupils 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 pupils 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](#).

At Capella House 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.

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 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 personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Life Skills..

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional, for these sessions parents would be notified in advance with information to be covered in the sessions outlined.

At Primary level 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

At Secondary 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 Appendices 1 and 2.

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 governing board**

The governing board will approve the RSE policy, and 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 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

All of our staff will carry out the teaching of RSE or aspects of it as part of our curriculum.

### **7.4 Pupils**

We hope that all pupils will engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. If this is not possible then we will ensure that the pupils are taught on an individual basis, with adaptations where appropriate.

## **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 3 of this policy and addressed to the headteacher.

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.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Where there is a training need the appropriate CPD will be provided for staff.

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 the school senior leadership team as part of our regular monitoring processes.

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

## Appendix 1: Curriculum map

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ENGLISH	Classic Narrative Beowulf or King Arthur or How to Train Your Dragon	How to Train Your Dragon & Christmas Stories	Poetry Introduction to Poetry	Persuasive Writing Persuasive texts and letters linked to foundation subjects	Non-fiction Range of high quality non-fiction linked to wider/foundation topics	Biographies
MATHS	Place Value, Addition and Subtraction	Multiplication and Division	Money and statistics	Length and Perimeter/Fractions	Fractions/Time	Properties of Shape/Mass and Capacity
COMPUTING	E-safety online	Presenting information/making a poster	Information reliability and bias	Spreadsheet design	Scratch Programming	Database design
SCIENCE	Intro to science. Lab safety. Learning to use equipment.	Pure and impure substances. States of matter	Materials. Electricity	Ecosystems. Electromagnetism	Evolution. Earth and space	Waves. Structure and function of living organisms.
HUMANITIES	Geography What is Geography? Map Skills	History The Norman Conquest	Geography Settlements	History The Tudors	Geography Africa	History The Romans
PE	Fitness	Gymnastic skills	Invasion games	Outdoor Adventurous	Striking games	Athletic activities
DT		Jewellery Box: Resistant Materials: Wood				
PSHE/LIFE SKILLS	Living in the wider world	Living in the wider world	Relationships, identity and safety	Relationships, identity and safety	Healthy living and responsible health choices	Puberty, Emotional health and well-being
COMMUNICATION	Zones of regulation & shape coding	Zones of regulation interoception	TBC based of need after assessment	TBC based on need after assessment	TBC based of need after assessment	TBC based on need after assessment
FOOD TECH	Health & Safety - Basics Life Skill Cooking	Basics Life Skill Cooking - Gift Bags (Level 1 book)	Basics Life Skill Cooking -(Level 1 book)	Basics Life Skill Cooking -(Level 1 book)	<i>Working Towards independence</i> (Level 1 book)	<i>Working Towards independence</i> (Level 1 book)
ARTS	Colour theory/Matisse	Street Art/Banksy or Kandinsky	Art and Architecture/The body in movement	Identity-Inside outside portraits or Spring in Art	Mask Making	Seaside or set design
PERFORMING ARTS	Street Jazz	Graffiti Dance or Kandinsky	Move on Green - environmental issues through dance	Chair drumming/Identity Rap or Sports Theme	African Dance	Summer Performance TBC

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ENGLISH	Prose Butterfly Lion	Butterfly Lion	Poetry The Highwayman	Media Newspapers, magazines and TV	Long Exam Skills/ Non fiction texts Explore texts from various genres and era's	Drama Introduction to Shakespeare
COMPUTING	What are Computers?	Grand Designs	Micro Bits	Software	Digital Imaging	Scratch programming
SCIENCE	Digestion and nutrition Earth	Human reproduction. Energy - changes in systems	Cellular respiration. Energetics	Ecosystems. Electromagnetism	Matter. Gas exchange systems	Atmosphere. Genetics.
HUMANITIES	History The Industrial Revolution	Geography Climates	History The first colony in America	Geography Rivers and flooding Coasts and flooding	History The French Revolution	Geography Population change
PE	Fitness	Gymnastic skills	Invasion games	Outdoor Adventurous	Striking games	Athletic activities
DT		Entry Bell System: Resistant Materials and Electronics: Plastics				
PSHE/LIFE SKILLS	Prejudice, values, extremism and cults	Puberty, emotional health and wellbeing	Careers and Finance	My goals, behaviour and emotions	Looking after our health	Discrimination, prejudice and challenges
COMMUNICATION	Zones of regulation and Skilled speaking/ active listening	Zones of regulation and shape coding	functional skills/ off site visits	functional skills/ off site visits	TBC based on need in term 4	TBC based on need in term 5
FOOD TECH	Level 2 Book - Practical Cooking Skills - following a recipe	Level 2 Book - Practical Cooking Skills - combing ingredients	Level 2 Book - Practical Cooking Skills - becoming independent	Level 2 Book - Practical Cooking Skills - more complexity	Cooking skills - techniques	Cooking skills - techniques
ARTS	Colour theory 1/Matisse	Street Art/Banksy or Kandinsky	Art and Architecture/The body in movement	Identity-Inside outside portraits or Spring in Art	Mask Making	Seaside or set design
PERFORMING ARTS	Street Jazz	Graffiti Dance or Kandinsky	Move on Green- environmental issues through dance	Chair drumming/Identity Rap or Sports Theme	African Dance	Summer Performance TBC

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ENGLISH	Prose Boy: Tales of Childhood <i>RoaldDahl</i>	Prose Boy: Tales of Childhood <i>RoaldDahl</i>	Poetry Poems from different cultures	Drama Under Milkwood Extracts	Language Exam Skills /Non-fiction Texts Travel writing/journalism	Pre 1914 Novel Introduction to Dickens World (Great Expectations or Oliver Twist)
COMPUTING	Computing – Hardware	Computing – Software	Portable Computing – Mobiles, laptops and tablets	Coding (Block Based)– Scratch	Coding languages – Intro to conditional logic (using Tynker)	Using Computers to help us - (canva, photo editing, Pixel art etc.)
SCIENCE	Digestion and nutrition Earth	Human reproduction. Energy - changes in systems	Cellular respiration. Energetics	Ecosystems. Electromagnetism	Matter. Gas exchange systems	Atmosphere. Genetics.
HUMANITIES	Geography New India Globalisation	History The development of the British Empire (with a depth study of India)	Geography Weather Climate change	History Women Suffragettes	Geography Economic Development	History Norman Conquests
PE	Fitness	Gymnastic skills	Invasion games	Outdoor Adventurous	Striking games	Athletic activities
DT		Novelty Clocks: Resistant Materials: Wood				
PSHE/LIFE SKILLS	Healthy relationships with others and ourselves	Sex, relationships and conflict	Our Health + Personal Safety	Achieving with good mental health	Preparation for the wider world - Careers enterprise and and finance	Rights and responsibilities
COMMUNICATION	Zones of regulation and Skilled speaking/ active listening	Zones of regulation and shape coding	functional skills/ off site visits	functional skills/ off site visits	TBC based on need in term 4	TBC based on need in term 5
FOOD TECH	Level 2 or 3 book	Level 2 or 3 book	Level 2 or 3 book - independent working through	Level 2 or 3 book - Foods from around the world	Level 3 book	Level 3 book
ART	Colour and colour theory 2/my summer in colour	Exploring Line	Perspective drawing - Darkwood village	Set/costume/lighting design	TBC	Summer Performance TBC

## Appendix 2a: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <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 respect to others, including those in positions of authority</li> <li>● 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</li> </ul>

	<ul style="list-style-type: none"> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● 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</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2b: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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 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</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</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</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> <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 respect to others, including people in positions of authority and due tolerance of other people's beliefs</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</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</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>
Online and media	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <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</li> <li>● What to do and where to get support to report material or manage issues online</li> </ul>

	<ul style="list-style-type: none"> <li>● The impact of viewing harmful content</li> <li>● 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</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<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, efficacy 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> <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>● About the 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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year	
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 SCHOOL	
Agreed actions from discussion with parents	