



Clifton High School

co-educational nursery pre-school to sixth form

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| Policy applies from EYFS to Sixth Form | Relationship and Sex Education |
| Date policy updated | 05.10.2021 |
| Date policy to be reviewed | 05.09.2022 |
| Author | Miss R Coleman |
| A shaded area denotes a regulation to which all schools must comply | |

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

Related Policies

Personal, Social Health and Economic Education (PSHE)

Visiting Speakers

Clifton High School defines Relationship and Sex Education (RSE) as, 'the teaching of age-appropriate Relationship and Sex education', as part of the School Personal, Social, Health and Economic Education (PSHE) syllabus. The curriculum complies with the new government regulations for the teaching of RSE and has been heavily influenced by the recommendations made by the *PSHE Association*. Clifton High School ensures that every registered pupil who is provided with primary and secondary education at the school is provided with relationships education as part of the PSHE curriculum. The only exceptions are for those secondary pupils who have opted out of the teaching of sex education. On the occasion that the school receives a parental request to withdraw their child from some or all of sex education teaching, the pupil is so excused until the request is withdrawn, unless the Head of School considers the pupil should not be excused. For more details of this and to learn about the educational provision for these pupils, please read the '*Right to Withdrawal*' section on the policy below. A copy of this policy, alongside the PSHE policy, is published on the parents' area of the website and is available, free of charge on request from the School Office. Before the publication of such policy and RSE schemes of work, parents are informed, and feedback is welcomed.

Clifton High School's RSE teaching will be age-appropriate and aims to build knowledge and life skills over time, in a way that prepares pupils for issues they will soon face. The policy encompasses Clifton High School's ethos of Curiosity, Empathy, Love, and Direction so that all pupils can thrive in an ever-changing and challenging world and learn to be respectful and empathetic to those around them. The school believes that relationships and sex education is important as it will equip our pupils with the skills they require in the future, to be happy and healthy individuals. Our overarching aim is for pupils to learn vital life skills in a safe school environment. The school believes that home and school should work together to provide vital skills and knowledge for all our pupils. Therefore, where possible, Clifton High School shall be offering workshops and advice to parents, so they can support their children with RSE learning.

The School has planned the RSE curriculum to ensure inclusivity. The needs of all pupils, including those with special educational needs and those where English is not their first language, have been accommodated in the planning of this curriculum. For example, all lessons have been adapted and

differentiated, to ensure greater accessibility for all pupils. The lessons also encompass a variety of learning styles, such as discussion, debate, and interactive learning, to ensure it is accessible and inclusive.

In line with government guidelines, Clifton High School's RSE promotes both gender and LGBT+ equality. Both these topics will be covered in the curriculum and shall be taught sensitively and inclusively. Through this, pupils will learn vital skills that will equip them to challenge discrimination as well as recognise a range of various relationships.

Roles and Responsibilities

The RSE programme has been designed by the Head of PSHE. The curriculum has been overseen and agreed to by the Head of School. The Deputy Head, Pastoral has been consulted in the planning and will also be teaching the curriculum. In addition, there are 2 nominated governors with responsibility for the PSHE curriculum.

RSE curriculum is taught within PSHE lessons across the whole School. In the Junior school, pupils are taught RSE as part of the PSHE curriculum once a week by their class teacher. In the Senior School, the RSE curriculum is taught in weekly Health and Wellbeing lessons that are delivered by form tutors and Guest Speakers. In the Sixth Form, the RSE curriculum is delivered in weekly Future and Skills lessons by form tutors and Guest Speakers.

All teaching staff have access to appropriate learning resources and have received the necessary training to support the teaching of RSE at Clifton High School.

Legislation (statutory regulations and guidance)

All Schools are required to teach relationships education as part of the revised Department of Education statutory guidance. From September 2020, the Department of Education stipulates that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). These new guidelines inform the teaching and learning of RSE at Clifton High School. The documents that inform the school's RSE policy includes

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014) o Keeping children safe in education – Statutory
- Safeguarding guidance (2016)
- Children and Social Work Act (2017)

Right to withdrawal

For pupils receiving primary education (essentially age 5 to the end of Year 6), there is no right to withdraw pupils from Relationship education. For pupils receiving secondary education (Year 7 and above), Parents' right to withdraw pupils exists for aspects of sex education that are not part of the compulsory Science curriculum. For example, it is not possible to withdraw pupils from topics such as puberty or reproduction. Following a discussion with the Deputy Head, Pastoral, parents can choose to withdraw their children from the 'sex' element of RSE. Under government regulation, parents do not have the right to withdraw their children from the 'relationship', 'health' or other aspects of PSHE. If a parent requests that their child is withdrawn from this section of the curriculum, suitable provision will be provided for these pupils within school, in a different classroom, in accordance with 80A of the Education Act 2002. The provision will be based on the PSHE curriculum, detailed in the school's PSHE policy. A pupil may opt back in to RSE lessons, 3 terms before their 16th birthday, without parental consent. When the school receives a parental request that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

Curriculum Design

The Clifton High School RSE programme is an integral part of the whole school PSHE education and will cover a broad range of topics and issues (see list below). The curriculum has been planned carefully, to cover all mandatory RSE topics, as well as being comprehensive and inclusive of all learning needs. In accordance with the Equality Act 2010, the school has adopted an inclusive approach, so all learning resources are accessible, regardless of pupils' gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief. For example, The school recognises that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect, and an important part of our School Ethos. The teaching of all RSE content is sensitive and age-appropriate in approach and content. The LGBTQ+ issues are fully integrated into programmes of study, rather than taught as stand-alone topics. Clifton High School is committed to ensuring that the teaching of each topic is age-appropriate, by following government guidelines in this area. The RSE programme will be taught through a range of teaching methods and interactive activities, including debate, class discussion and media clips. Lessons will be differentiated so teachers can cater for every learning need in the classroom. Throughout each of the lessons, there are differentiated questions and worksheets, for a range of abilities. Teachers are often given guidance of differentiated questions that can be used, to make discussions more accessible. Teachers are also made aware that when delivering the RSE curriculum some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND. Therefore, the lessons have been planned to be sensitive to those pupils and teachers are made aware to account for this.

The curriculum is comprehensive but aims to focus on the following topics and issues:

Junior School – Relationships Education

- The importance of family and the characteristics of a healthy family life
- How family dynamics differ and the importance of respecting other families that may be different to pupils' own family
- The importance of stable and caring family relationships
- The formal and legal nature of marriage
- How to detect if a family relationship is making the pupil unhappy and where to seek advice
- The importance of friendships and the good characteristic of good friendships. Also, strategies to repair and strengthen relationships
- How to detect whether a friendship is making the pupil feel uncomfortable and how to seek support
- The importance of respecting others and how to improve respectful relationships
- The importance of self-respect and how to expect respect from others
- Learn about the several types of bullying and how to get help in this situation
- To understand what a stereotype is and how they can be negative or unfair
- The importance of permission seeking and giving in relationships
- To understand the risks of online and face to face relationships and the principles of keeping safe online.

For more information, please see Appendix 1

Senior School – Relationships and Sex Education

- How to recognise healthy and unhealthy relationships with regards to both friendships and relationships
- To know how to give and receive consent
- To know about several types of bullying and how to seek support
- To know about the importance of self-worth and how to practise it
- To know about gender identity and how to seek support
- Female genital mutilation
- To know about several types of relationships and sexualities

- To know about contraception and where to access this service
- To understand how to deal with family conflict and be aware of several conflict resolution strategies
- To understand media and digital risks and its impact on sexual relationship
- To recognise peer on peer and abuse and know how to seek support for this
- To know and practise assertive communication and how to recognise harassment
- To recognise the characteristics of abusive relationships and know where to seek support
- To learn about post pregnancy options
- To learn about forced marriages

For more information, please see Appendix 2

Sixth Form:

- How to recognise several types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries, and consent, and how to manage conflict, and how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health.
- How to recognise healthy relationships and safety online
- Factual knowledge, at secondary school, around sex, sexual health, and sexuality, set firmly within the context of relationships
- To know how to maintain good sexual health and be aware of post pregnancy options
- To know how to give and receive sexual consent
- To know about sexual exploitation and how to seek support
- To be aware of how to practise safe sex
- To know about sexual pleasure
- To know about a variety of sexual orientations
- To be able to recognise signs of abuse within relationships and know how to seek support

For more information, please see Appendix 3

Feedback and assessment

In accordance with RSHE statutory guidelines, there is a high expectation of the quality of pupils' work and regular feedback is provided on pupils' progress. Feedback is provided on pupils' work to assess progress and identify where pupils require extra support and intervention. Teachers will be able to measure progress by pupils' work, classroom contributions and completed reflection logs, following a visit from a guest speaker as well as written assignments, tests, and self-evaluation forms. Pupil voice will be used to reflect and feedback on the RSE curriculum. Pupil voice is collated through a variety of means. For example, the School Council, pupil questionnaires and PSHE focus groups are all used to gather pupil opinion. Teacher voice is also gathered every half term, to inform the future teaching of RSE.

Safe Learning Environment

Clifton High School is committed to delivering high quality and effectively planned RSE lessons. Included in this is a commitment to a safe learning classroom environment for all pupils. Teachers will establish a safe learning environment, with clearly outlined rules and expectations. Case studies will be used to purposefully depersonalise topics, so pupils can consider challenging issues and topics in a safe, objective, and distanced way. In addition to this, there will be an opportunity for pupils to ask questions anonymously, so teachers can tailor the lesson, around both the RSE curriculum and to pupils' needs. All teachers have been trained to handle potentially sensitive and controversial issues that may arise during lessons. All teachers of RSE have been issued with a staff protocol, to help tackle situations that may arise in lessons. Although discussion is one of many learning strategies used to teach RSE, it is only used within a safe environment. Every lesson, Ground Rules are established for both pupils and teachers. This will allow for safe discussions to take place. Teachers have received training on good learning and teaching strategies and are aware not to force

any pupil to contribute to discussion, should they prefer not to. A copy of this protocol is available upon request by contacting the Head of PSHE.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosures of child protection issues. All teachers of RSE have been trained to use the school's approved safeguarding pathways and inform the School's Designated Safeguarding Lead (DSL), in these cases. In the DSL's absence, teachers will contact the Deputy Designated Safeguarding Lead. If both are unavailable, the teachers are aware to contact one of the members of the Designated Safeguarding Support Team. All guest speakers will be fully checked, in accordance with the Visiting Speakers Policy and will be accompanied at all times, to ensure the deliverance of appropriate content and interaction with the pupils.

The role of Parents

Parents will be informed about the school's RSE policy, alongside any updates, via email. In addition to this, the school will publish the policy on the parents' area of the website and is available, free of charge on request from the School Office. Clifton High School is committed to working with parents by offering them PSHE and RSE workshops. For parents to continue their child's learning at home, a list of useful resources will be made available, on the school's website to support parents with this. Parents are welcome to contact the Head of PSHE, to discuss the curriculum further and will be emailed when Relationships and Sex education will be taught. Parents will receive details of the RSE curriculum via the Parent Bulletin on a weekly basis. When appropriate, a list of learning topics will be issued to parents, so they are able to support children with their learning at this time. Clifton High School will consult parents of registered pupils at the school, before making changes or revising the policy of curriculum at the school. The school is interested to hear from all parents and their views on the RSE programme. Although all views will be considered and listened to, parents do not have a right to veto any aspect of the RSE curriculum.

In addition to this, Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils. Pupils will be asked to give feedback on the RSE curriculum throughout regular intervals of the year and their views and ideas will be considered, when planning the future RSE curriculum.

Appendix 1

| Clifton High School: Year 5 | | Subject: RSE |
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| | Summer term 1 | Summer term 2 |
| Areas Covered: | Name of the topic: Relationships | Name of the topic: Changing me |
| School Values <i>Curiosity</i> <i>Love</i> <i>Direction</i> <i>Empathy</i> | <ul style="list-style-type: none"> • Curiosity about what it means to relate to others and be in a family, personal or group relationship • Showing love for - and from - healthy, positive relationships • Direction of my life according to existing and future relationships • Empathy for everyone's unique relationships | <ul style="list-style-type: none"> • Curiosity about what my changing body may look and feel like • Showing love for, and acceptance of, the body changes that will happen to me • Direction of the body changes that will happen to me and my changing feelings • Empathy for everyone's unique bodies and feelings |
| SMSC <i>Spiritual</i> <i>Moral</i> <i>Social and Cultural</i> <i>Values</i> | <ul style="list-style-type: none"> • Gaining a spiritual understanding of a variety of relationships • Considering the moral choices and behaviour around relationships • Understanding the social and cultural values of a range of relationships | <ul style="list-style-type: none"> • Gaining a spiritual understanding of the changes the body will go through and the related implications • Considering the moral choices and behaviour around the changing body • Understanding the social and cultural values of the changing body |
| British Values <i>Democracy</i> <i>Rule of Law</i> <i>Respect & Tolerance</i> <i>Individual Liberty</i> | <ul style="list-style-type: none"> • Taking turns to contribute ideas and thoughts about relationships • Listening to, and understanding, a range of different views • Understanding what it means to be me from a legal perspective • To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views | <ul style="list-style-type: none"> • Taking turns to contribute ideas and thoughts about my changing body • Listening to, and understanding, a range of different views on changing bodies and related effects • Understanding what a changing body means from a legal perspective • To respect and tolerate everyone's views and ideas about their body <p>The freedom to accept and challenge our own and others' views about the body and its changes</p> |

| School Aims | SMSC | British Values |
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| <p>Curiosity: From curiosity comes learning, the bedrock of any school. We aim to promote a sense of curiosity in all our young people, to instil a love of learning in all areas of school life, promoting informed questioning and debate alongside self-motivation and the passion to explore new ideas independently.</p> <p>Empathy: You never really understand a person until you consider things from their point of view. We aspire to foster empathy in all our young people which will allow them to operate in a world which is dependent on human interaction and will give them</p> | <p>SMSC stands for spiritual, moral, social and cultural development. We must show how our children develop in SMSC.</p> <p>The personal development of pupils' values plays a significant part in their ability to learn and achieve.</p> <p>It is an area of the curriculum that focuses on the non-academic development of children, such as understanding and appreciation of different cultures or dealing with moral conundrums.</p> | <p>These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty. We should promote the fundamental British values throughout all our lessons, assemblies and day to day life at Clifton High School</p> |

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| <p>the necessary skills and desire to change the world in positive ways. Empathy is the foundation of kindness and kindness the route to a fulfilling life.</p> | <p>SMSC as central to the development and growth of children.</p> | |
| <p>Direction: We value aspiration and achievement in all things, both within and beyond the curriculum. We encourage the highest ambition and personal commitment and aim to support individuals to achieve the goals they set themselves. Having direction gives purpose and drives motivation.</p> | | |
| <p>Love: Love is the value that makes our relationships better, whether those relationships are with others or with oneself. Love for others means wanting what is good for them and can be achieved more effectively when one has love for oneself, providing self-confidence and resilience to face the challenges in the world. We also celebrate a love for the natural world, encouraging a passion for being outdoors and, consequently, nurturing a desire to preserve our planet for the generations to come.</p> | | |

Appendix 2

| Year Group | Learning outcomes |
|------------------------------------|--|
| Year 7 <i>Love and Empathy</i> | <ul style="list-style-type: none"> • How to identify healthy friendships and relationships • How to recognise several types of bullying and how to seek support • The importance of self-worth • How to consent to relationships and how to practise assertive language • FGM |
| Year 8 <i>Love and Empathy</i> | <ul style="list-style-type: none"> • To understand various types of relationships (other than heterosexual relationships) • To understand about various sexualities • How to recognise healthy relationships and how to seek support • How to ask for and give consent to relationships and practise assertive language • Basic forms of contraception |
| Year 9 <i>Love and Empathy</i> | <ul style="list-style-type: none"> • How to recognise positive relationships in the home • How to recognise conflicts in different contexts and conflict resolutions • How to manage family change • To learn about the importance of sexual consent • To learn about the consequences of unprotected sex • To learn about contraception options • To understand media and digital risks and its impact on sexual relationship |
| Year 10 <i>Love and Empathy</i> | <ul style="list-style-type: none"> • To learn about relationship values and the several types of relationships • To learn about the importance of giving and receiving consent • To learn about online relationships and the risks • To learn about the risks of sending nudes and semi nudes |
| Year 11 <i>Love and Empathy</i> | <ul style="list-style-type: none"> • To understand healthy and unhealthy relationships • To recognise peer on peer and abuse and know how to seek support for this • To know and practise assertive communication and how to recognise harassment • To recognise the characteristics of abusive relationships and know where to seek support • To learn about post pregnancy options • To learn about unhealthy relationships such as forced marriages |

Appendix 3

| Year Group | Topics: |
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| Year 12 <i>Love and Empathy</i> | <ul style="list-style-type: none">• Sexual health and post pregnancy options• Sexual Consent, sexual exploitation, and healthy relationships.• Sexual pleasure and contraception |
| Year 13 <i>Love and Empathy</i> | <ul style="list-style-type: none">• Recognising signs of abuse within relationships• Sexual orientations• Sexual health |