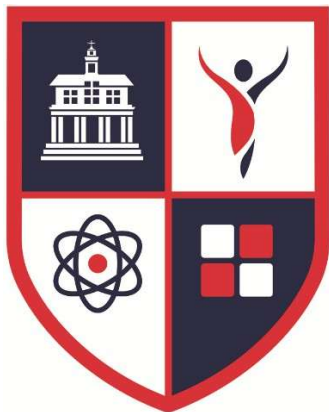




Relationships & Sex Education Policy



CHILDWALL
SPORTS &
SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Origination	Authorised by	Policy Date	Review Date
CSSA	JVI (Headteacher)	March 2025	March 2027

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1. Introduction

- 1.1** *This policy covers Childwall Sports and Science Academies whole-school approach to Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE). We believe that RSE is vital for the personal, social and emotional development of our students.*
- 1.2** *At Childwall Sports and Science Academy, we believe that all children and young people have a right to holistic, inclusive and needs-led RSE and PSHE. We believe that through providing high quality RSE and PSHE, we are upholding the ethos and values of our school and its commitment to equality, celebration, mutual respect and tolerance of difference.*
- 1.3** *We will ensure the policy is effectively communicated to staff and parents, including the publishing the policy on our school website. The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students.*

2. Definition of relationships and sex education

2.1 We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

2.2 We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other. We want to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure) and what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. This programme of study links to our Engage, Enable and Empower mission statement, giving students the opportunity to reflect, discuss, debate and explore SMSC concepts, themes and values.

2.3 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).

2.4 We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

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3. Subject content and delivery

3.1 The curriculum programme is developed by the Assistant Headteacher in charge of Personal Development and the Personal Development Lead in conjunction with the views of teachers, students and parents. PSHE/RSE lessons are delivered by a range of teaching staff and form time activities are delivered by form tutors.

Childwall Sports and Science Academy will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age, and developmentally appropriate to meet the needs of our students, including those students with SEND.

3.2 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Students in Key Stage 3 study 1 lesson a week based on PSHE/RSE or Religious Education. Students in Key Stage 4 study 1 lesson every 2 weeks based on PSHE/RSE or Religious Education. Alongside this we also have a robust assembly programme and form time activity programme.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

3.3 In accordance with government guidance, our scheme of work will have covered the following by the time students leave secondary school:

3.3.1 Families

Students should know:

- *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.*

3.3.2 Respectful relationships, including friendships

Students should know:

- *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*

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- *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.*

3.3.3 Online and media

Students should know:

- *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.*

3.3.4 Being Safe

Students should know:

- *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).*

3.3.5 Intimate and sexual relationships, including sexual health

Students should know:

- *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*

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- *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 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/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.*

3.3.6 Mental wellbeing

Students should know:

- *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.*

3.3.7 Internet safety and harms

Students should know:

- *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.*

3.3.8 Physical health and fitness

Students should know:

- *the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress*

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- *the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health*
- *about the science relating to blood, organ and stem cell donation.*

3.3.9 Healthy eating

Students should know:

- *how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.*

3.3.10 Drugs, alcohol and tobacco

Students should know:

- *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.*

3.3.11 Health and prevention

Students should know:

- *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.*

3.3.12 Basic first aid

Students should know:

- *basic treatment for common injuries*
- *life-saving skills, including how to administer CPR1*
- *the purpose of defibrillators and when one might be needed.*

3.3.13 Changing adolescent body

Students should know:

- *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.*

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4. Roles and Responsibilities

4.1 It is the responsibility of the Governing Body to establish a policy and procedure for relationships and sex education and to monitor the effects of the procedure.

4.2 It is the responsibility of the Head teacher to promote an ethos of mutual respect in relationships and ensure relationships and sex education is provided as part of the curriculum which prepares students for adult life.

4.3 It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards. Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Answer questions in an age and developmentally appropriate way.
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

5. Monitoring and review – (THIS IS TAKEN FROM OUR CURRENT SEX ED POLICY)

5.1 The Assistant Headteacher (Personal Development and Safeguarding) will report on the Policy to the Head teacher as appropriate.

5.2 The Headteacher and Assistant Headteacher will report to the Governors' Committee on any relevant aspects of the working of the Policy as appropriate.

6. Student voice

6.1 Student voice is central to our PSHE and RSE curriculum. We use student voice to evaluate how relevant and engaging our curriculum is to children's lives. Throughout our scheme of learning we embed student voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

7. Parental right to request their child be excused from sex education

7.1 As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Parents/carers do not have a right to withdraw their child from Relationships Education. Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum. Parents do not have the right to withdraw their child from Health Education. All children will have the right to opt into sex education three terms before they turn 16. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

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7.2 Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to SLT to discuss their concerns. They will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

8. Working with visitors and external agencies

8.1 During the school year we may invite external experts and visitors into school to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. A teacher will always be present throughout these lessons so as to build on the student's learning after the session as well as answer any questions the students may subsequently have. Any external visitor will be expected to comply with this policy.

9. Safeguarding and child protection

See [Child Protection & Safeguarding policy](#)

10. Statement by the Governing Body to follow

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