

# COWLEY INTERNATIONAL COLLEGE



## Relationships, Sex and Health Education Policy (RSHE)

Status	<b>STATUTORY</b>
Responsible Governors' Committee	Pupil Behaviour and Well-being
Responsible Person	Head of RE/PSHE
Review Cycle	Annually
Review Date	Spring 2023
Next Review Date	Spring 2024

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# 1. Statutory Regulation and Guidance

1.1 At Cowley International College we are required to provide relationships, sex, and health education to all pupils.

1.2 The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Keeping children safe in education – for schools and colleges (DfE, 2019)
- Promoting fundamental British values through SMSC (DfE, 2014)

## 2. Definitions

2.1 The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”<sup>1</sup>. Relationship and sex education develops the pupil’s knowledge and understanding of their own sexuality, about what it means to be fully human, how to cultivate healthy relationships with themselves and others, and enables them to make well informed decisions in good conscience.

2.2 In Secondary schools RSE should “give young people 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

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)<sup>2</sup>.

### 2.3 Definition of terms:

**RSHE:** Relationships, sex and health education

**Health education:** physical health and mental wellbeing, the link between the two, and being able to make healthy lifestyle choices.

**Relationships education:** the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

**Sex education:** the biological, legal and social aspects of sex, including but not limited to reproduction, consent, contraception, STIs and abortion.

**RSE:** Relationships and Sex education

**PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

**DSL:** Designated Safeguarding Lead

**DfE:** Department for Education

## 3. Delivering the policy

3.1 Relationship and Sex Education (RSE) is taught within the Personal, Social and Health Education (PSHE) curriculum lessons.

3.2 There are links between some of the RSHE curriculum and other subjects such as Science and Physical Education, so aspects of the curriculum may be touched on in other lessons.

### Our RSE

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

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<sup>2</sup> Ibid page 25

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships, online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

3.4 These areas of learning are taught within the context of family life with a focus on inclusion to reduce prejudice. As such, there is the acknowledgement of the variety of home circumstance that make healthy families (including 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 support structure around them (for example: looked after children or young carers).

3.5 As a college, we promote equality of opportunity and we uniformly apply values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

3.6 At Cowley International College, we value the diversity in our pupils' cultural and religious backgrounds. Relationship and Sex education contributes to our pupils' education around inclusion and respect. Consequently, we are aware of the need to be respectful of our pupils' cultural or religious beliefs and sensitive in delivering certain topics.

3.7 Cowley International College aims to create a learning environment that is accessible to all of our students. In order to ensure this, we will make sure that the content is relevant to the age, experience, maturity and individual needs of our pupils.

## 4. Policy Development

4.1 The process of policy development involves a number of steps. To begin with, a lead member of staff and/or RSHE working group reviews the current provision and all college staff are given the opportunity to look at the policy and make recommendations.

4.2 Our RSE curriculum is informed by issues in the college and wider community; to ensure it is tailored to pupils' needs, we investigate what pupils want from their Relationship, Sex and Health Education. Furthermore, when organising the curriculum, the religious backgrounds of all pupils are considered so that we may deliver the curriculum with sensitivity.

4.3 At Cowley International College, we ensure that parents are consulted in the development and review of policy, as we understand how important parents' views are in shaping the curriculum.

4.4 A draft policy is considered by the Governing Board and then ratified, at which point, we share the finished policy with parents and ensure it is available on the college website.

### **Consultation with parents**

4.5 Cowley International College understands the important role parents play in enhancing their children's understanding of relationships, sex and health. We work closely with parents by establishing open communication. All parents are consulted in the development and delivery of the curriculum.

4.6 Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- how to support/complement RSHE teaching in schools
- how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

4.7 Cowley International College aims to build positive relationships with parents by inviting discussion to address any concerns and supporting parents in managing conversations with their children on the issues covered by the curriculum.

4.8 Parents are also consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

4.9 The relationship, sex, and health curriculum considers the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum is age-appropriate for pupils within each year group and meets the needs of the whole-college community.

4.10 We consult with parents, pupils, and staff in the following ways

- Focus groups
- Newsletters and letters

4.11 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Emailing enquiries@cowleysthelens.org.uk
- Submitting a letter addressed to Head of Community & Beliefs

## 5. Statement of Intent

5.1 At Cowley International College, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships, sex and health education.

5.2 Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their relationships, with the ability to recognise healthy and respectful relationships and the knowledge of where to find and access help and support.

5.3 RSHE will ensure that all pupils understand the importance of equality and respect by teaching pupils tolerance and respect for diversity, and developing pupils' self-respect and self-worth, confidence and empathy.

5.4 All schools are required to comply with the requirements of the Equality Act 2010.

5.5 Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

5.6 We understand our responsibility to deliver a high-quality relationships, sex and health curriculum for all our pupils, based on best practice.

5.7 This policy sets out the framework for our RSHE curriculum, outlining how it is informed, organised and delivered.

## 6. Roles and Responsibilities

### 6.1 SENCO

Are primarily responsible for advising teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

### 6.2 Governing Body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation. They ensure that the policy is available to parents and is in accordance with other whole college policies, as well as the relevant National Curriculum science topics and the setting of RSE within PSHE.

### 6.3 The Head Teacher

The Head Teacher takes overall delegated responsibility for the development and implementation of this policy. They should liaise with the Governing Body, parents, the Local Education Authority and appropriate agencies. Any requests to withdraw pupils from the non-statutory element of Relationship and Sex Education will be managed by the head teacher, and they will also encourage parents to engage with the formation of the policy and know about the final policy.

The head teacher agrees the curriculum delivery model (where it will be taught; the time allocation and staffing) and ensures that RSHE is resourced, staffed and timetabled so that college meets its legal obligations and offers a high-quality provision to all pupils. This includes enabling staff to be suitably trained to teach relationships and sex education. They will report to the governing body on the implementation and effectiveness of the policy and review the policy on an annual basis.

### 6.4 PSHE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.



The PSHE co-ordinator will support the development and implementation of the RSHE policy, curriculum and delivery model. They are responsible for ensuring the continuity and progression between each year group by working with other teachers (including subject leads) to ensure the RSE curriculum complements, but does not duplicate, any content in other subjects. The lead will organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSE. They will also provide teachers with resources to support RSE delivery and monitor/evaluate the effectiveness of RSE and offering support to staff if needed. The lead will feedback to the head teacher/governing body regarding compliance with the statutory requirements and effectiveness of the RSE curriculum.

## **6.6 Teachers**

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RSE Teachers are responsible for:

- Delivering RSHE with sensitivity
- Knowing and acting in accordance with the RSE policy
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Carefully considering how their personal views and/or beliefs might impact on their teaching of RSHE
- Monitoring pupil progress in line with college policy
- Working with the SENCO about identifying and responding to the needs of pupils with SEND

The teachers who will be delivering relationships, sex and health education are outlined below:

Name	Job Title
Anna Clark	PSHE Co-ordinator
Rebecca Eiffe-Harvey	Teacher of Community and Beliefs
Ashley Houghton	
Elizabeth Mercer	
Lisa Reid	
Gemma Meredith	
Chloe Mulcahy	
Nicola Davies	
Kate Smith	

### 6.7 All Staff

RSE is a whole college issue. All teachers have a responsibility of care; as well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.

### 6.8 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

## 7. Safeguarding: safe and effective practice

7.1 Here at Cowley International College, we recognise that there are a range of opinions, beliefs and perspectives in regard to Relationships and Sex Education (RSE). Our role in

college is not to influence or judge individual belief, but rather to teach the RSE curriculum “in a factual way so that pupils are clear on their rights and responsibilities as citizens<sup>3</sup>”.

7.2 Cowley International College also recognises that Relationships and Sex Education is about the understanding of physical development and puberty, appropriate and inappropriate sexual behaviour, and the protection and empowerment of children and young people.

7.3 RSE integrates safeguarding into the learning objective of the lesson, and we aim to provide our children with the knowledge to ensure that they are not exploited or mistreated and that children have a clear understanding around consent and keeping themselves safe.

7.4 Relationships and Sex Education is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that pupils are informed about the full range of perspectives, risks and rights, so they are able to make informed decisions that will help to keep them safe.

**The college’s Relationships and Sex Education Policy is directly linked to the college Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2020.**

**See further details in Appendix 5.**

## 8. Parental right to excuse a pupil from sex education

8.1 Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.

8.2 Parents have the right to request that their child be withdrawn from sex education, except those topics that are a part of the science curriculum.

8.3 Their request will be granted automatically by the head teacher. The parents may be invited to meet with the head teacher to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

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<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 76

8.4 Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

## 9. Training

9.1 Staff members at the college will undergo training to ensure they are up to date with the relationship, sex and health education programme and associated challenges.

9.2 Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

9.3 The training of staff will also be scheduled around any updated guidance on the programme and any new developments.

## 10. Monitoring and evaluation

10.1 The delivery of RSHE is monitored by the PSHE co-ordinator and their SMLT Link by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

10.2 The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

10.3 The programme will be evaluated biannually by means of:

- questionnaires
- response sheets
- needs assessment given to pupils
- discussion with pupils, staff, and parents.

10.4 The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

10.5 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

10.6 The RSHE subject leader is responsible for monitoring the quality of teaching by conducting subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

10.7 From these assessments, the RSHE subject leader will create annual subject reports for the head teacher and governing body to report on the quality of the subjects.

10.8 Throughout the academic year, the RSHE subject lead will work consistently with the head teacher and RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

## 11. Policy review

11.1 The pupil wellbeing governing body is responsible for approving this policy.

11.2 The policy will be reviewed on an annual basis by the RSHE subject lead and the head teacher. The next scheduled review date for this policy is January 2023

11.3 This policy will also be reviewed in consideration of any changes to statutory guidance, feedback from parents, staff or pupils, and the college context.

11.4 Changes will be communicated to all staff and parents and approved by the pupil wellbeing governing body.

## Appendices

### Appendix 1: Statutory Sex Education

Sex education

All pupils must be taught the aspects of sex education outlined in the science curriculum; this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty and the reproductive process in some plants and animals.

Cowley International College is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our college, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum and are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education.

### Key Stage 3

1. that fertilisation in humans... is the fusion of a male and a female cell
2. about the physical and emotional changes that take place during adolescence
3. about the human reproductive system, including the menstrual cycle and fertilisation
4. how the foetus develops in the uterus
5. how the growth and reproduction of bacteria and the replication of viruses can affect health

### Key Stage 4

1. The way in which hormonal control occurs, including the effects of sex hormones
2. some medical uses of hormones, including the control and promotion of fertility
3. the defence mechanisms of the body
4. how sex is determined in humans

## Appendix 2: The details of the PSHE Curriculum at Cowley International College

A more detailed breakdown of the lesson objectives for each lesson is available on request

Year 7 PSHE - 1 lesson every 2 weeks	Year 8 PSHE - 2 lessons every 2 weeks	Year 9 PSHE - 3 lessons every 2 weeks
What is Citizenship?	Drug use - what are drugs	<b>Term 1 - RE unit</b>
What does it mean to be British? (Traditions and freedom)	Drug use - opinion and the law	<b>Term 2 - PSHE</b>
CAREERS	Drug use - unhealthy behaviours	Careers
Safety in the home	Healthy lifestyles	Careers
Safety outside the home	Road Safety	Careers
Online safety	First Aid 1	How does the justice system work?
Peer Pressure and consent	First Aid 2	What rights do young people have?
Alcohol-it's effects on the body	Careers	What does it mean to be British?
Smoking	Careers	Intimate relationships
Smoking	Careers	Consent and bad relationships
Bullying	Careers	Media influence on sex
What does it mean to be British? (Tolerating and respecting differences)	Careers	FGM
Healthy Relationships	Online safety	Online relationships
Puberty	Emotional wellbeing	Contraception
Period and menopause	Resilience	STI's
Managing our emotions	Dealing with loss	Abortion
Heigyne	What is Parliamentary Democracy?	Teen parenting
	What role does the monarchy play today?	Alcohol
	How does the government work?	Addiction
	Do we have freedom of speech?	Impact of drug taking on the community
	New PSHE - MARRIAGE AND LGBT MARRIAGE	<b>Term 3 - 6 lesson (2 weeks) RE project</b>
	New PSHE - RELATIONSHIPS/ HAPPINESS' BRINGING UP CHILDREN	<b>Term 3 - PSHE 12 lessons (4 weeks)</b>
	Forming positive relationships	Gambling
	How do I know if im ready for sex?	Knife crime 1
	What political parties do we have in the UK?	Knife crime 2
	How does voting work?	Social media and self esteem
	What do MP's do?	Mental health: fact and perception
	How do I stay in control of my money?	Eating disorders 1
	What affects my choices about money?	Eating disorders 2
	Gang crime	Resilience
	NEW PSHE - COUNTY LINES	Positivity and happiness
	Keeping safe	Stress and family relationships
	Keeping safe around water	Family breakdown
		LGBTQ+

Year 10 PSHE - 1 lesson every 2 week
Sexual Harrassment
Handling the end of a relationship
Being a good role model
Careers
Careers
Careers
Alcohol misuse and its effects on others
Marriage
Fertility and miscarriage
Pornography
What other forms of government exist in the world?
What does local government do?
How free should the press be?
Caner awareness
Organ donation
staying safe over summer

Year 11 PSHE - 1 lesson every 2 week
Extremism and radicalisation
Violent relationships 1
Violent relationships 2
Careers
Careers
Careers
What relationship does the UK have with Europe?
What is the Commonwealth?
What does the UN do?
New PSHE: Hate crime
Managing stress
Careers
Careers
What human rights do we have?
Does slavery exist today?
How are refugees protected?



Sixth Form PSHE Programme

	Year 12	Year 13	Assembly
6/9	Induction/Calculating Minimum Target Grade	Induction	
13/9	Study skills: Transition Unit	Study Skills	
20/9	Mental Health Awareness	Mental Health Awareness	
27/9	One-to-ones; Study Skills	One-to Ones; UCAS	
4/10	Resilience and Well-being	Resilience and Well-being	Y12 Enrichment
11/10	One-to-ones; <u>Unifrog</u>	One-to-ones; UCAS	
18/10			
31/10-14/11	One-to-ones; Fundraising	One-to-ones; Fundraising	Road <u>Saefty</u>
21/11	MOOCs	Budgeting	Children in Need (25 <sup>th</sup> )
28/11	One-to-ones	One-to-ones	
5/12	Effective Revision p1	Effective Revision p1	Drugs/Alcohol
12/12	Effective Revision p2	Effective Revision p2	

4/1	Completion Tutor 2 U exam prep	Completion Tutor 2 U exam prep	Exams
10/1	Exam preparation	Exam preparation	Exams
17/1	Exam Week	Exam Week	Exams
24/1	Autumn Monitoring Review	Autumn Monitoring Review	Y12 Consent
31/1	Autumn Monitoring Review	Autumn Monitoring Review	
7/2	Money Matters	Student Finance	
22/2	Review & Target setting	Review & Target setting	
28/2	Spring Monitoring	Spring Monitoring	E-safety
7/3	Spring Monitoring	Spring Monitoring	
14/3	Introduction to work experience	Revision Timetable	
21/3	One-to-ones	One-to-ones	
28/3	Work Experience – writing an email	Revision Tips - <u>Unifrog</u>	

19/4	One-to-ones	One-to-ones	
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25/4	Exam prep/One-to-ones	Study/Exam prep	
2/5	Work Experience	Study	
9/5	Spring Monitoring Review	Spring Monitoring Review	Y12 contraception
16/5	Spring Monitoring Review	Spring Monitoring Review	
23/5	One-to-ones	Study	
6/6	Progression planning – UCAS	Study	
13/6	Progression planning – Apprenticeships	Study	
20/6	Exam week	Study	
27/6	Progression week	Study	
4/7	Summer Monitoring		
11/7	Summer Monitoring		

### Appendix 3: The statutory content: relationships education and health education (DfE).

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know:</p> <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</li> </ul>
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	<p>and why it must be freely entered into.</p> <ul style="list-style-type: none"> <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>
<p>Respectful relationships, including friendships</p>	<p>Pupils should know:</p> <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> </ul>

	<ul style="list-style-type: none"> <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	<p>Pupils should know:</p> <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> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography, presents a distorted picture of sexual behaviors, 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	<p>Pupils should know:</p> <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, honor-based violence and FGM, and how these can affect current and future relationships.</li> </ul>

	<ul style="list-style-type: none"> <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>
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know:</p> <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 and menopause.</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> </ul>

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|  | <ul style="list-style-type: none"><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.<sup>4</sup></li></ul> |
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## Appendix 4: NSPCC Healthy sexual development of children and young people

### Stages of healthy sexual behaviour

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

Below are some examples of age-appropriate healthy sexual behaviour.

#### 9- to 13-years-old

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy
- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private

#### 13- to 17-year-olds

During adolescence, sexual behaviour becomes more private with young people and they begin to explore their sexual identity. They might be:

- forming longer-lasting sexual and non-sexual relationships with peers
- using sexual language and talking about sex with friends
- sharing obscenities and jokes that are within the cultural norm
- experimenting sexually with the same age group
- looking for sexual pictures or videos online

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<sup>4</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) page 27-29

## Appendix 5: Safeguarding: Safe and Effective Practice

Anything specifically for secondary schools is highlighted, please delete as appropriate

### **Consent, Choice and Personal Responsibility**

Relationships and Sex Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. It is important that we objectively teach our pupils legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives
- Respecting the rights of others and allowing them to make their own decisions
- Holding your own beliefs and respecting the beliefs of others.
- Key aspects of the law relating to sex including;
- The age of consent
- What consent is and is not
- The definition and recognition of rape
- Sexual assault and Harassment
- Choices permitted by the law around pregnancy<sup>5</sup>

It is important that our pupils have a good understanding around consent. This will mean that they are confident in actively communicating consent, recognising consent from others and understanding that consent can always be withdrawn.

Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Here at Cowley International College, we have adopted a college-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

### **Sexual Health**

We believe that all aspects of a young person's health can be affected both positively and negatively by the choices they make around relationships and sex. It is, therefore, our

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<sup>5</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 78

responsibility to teach pupils about sexual health so they can make informed choices around intimate relationships. We will therefore educate pupils around:

- The facts around reproductive health including the impact of lifestyle on the fertility of men and women
- The menopause
- Identifying and managing pressure around sex
- That they have a choice to delay sex or enjoy intimacy without sex
- What constitutes sexual harassment and sexual violence and why these are unacceptable
- The facts around the full range of contraceptive options
- The facts around pregnancy, including miscarriage
- That there are choices around pregnancy (this will be medically and legally accurate, impartial information).
- Information around sexually transmitted infections (STIs)
- How the use of drugs and alcohol can impact sexual relationships in an unhealthy way and affect our ability to make informed decisions

## **Healthy Relationships**

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities and help support us throughout our lives. Here at Cowley International College, we believe it is important that pupils are aware that there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds of relationships and most importantly, why healthy relationships are important. This includes:

- Understanding that committed, stable relationships are important for bringing up children, even if parents choose not to be together.
- The roles and responsibilities of parents when raising children, including the characteristics of successful parenting.
- What marriage is including the legal status and why marriage is an important relationship choice for many couples.
- The characteristics and legal status of other long-term relationships.

- The characteristics of positive and healthy friendships (in all contexts, including online).
- The characteristics and positive aspects of healthy one-to-one intimate relationships

## **Unhealthy Relationships**

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend, intimate or other relationship is unsafe. It is also vital that our pupils know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships do not just exist within a sexual context, and can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence
- Bullying
- Domestic abuse including coercive control
- Exploitation
- Honour based abuse and forced marriage
- Sexual abuse

There may be some pupils within the college who may have experienced such relationships, and it is our commitment that these subjects will be taught in a sensitive manner, without blame or judgement. Here at Cowley International College, we recognise that the college is a place of consistency for our pupils, and a safe space where issues can be discussed and factual responses provided. We are committed that our college will be a place of safety where pupils can speak to trusted adults, report any concerns, seek support, and see first-hand that concerns are acted upon.

Here at Cowley International College we believe that all pupils, regardless of race, gender, disability or need religious belief or background, are entitled to experience and enjoy healthy relationships. We recognise that certain stereotypes can cause damage to individuals. We



also recognise how these damaging stereotypes could normalise non-consensual behaviour or encourage prejudice.

The college recognises its legal rights and responsibilities in regard to equality, including the protected characteristics defined in the Equality Act 2010, and values that all pupils are unique and equal. We therefore ensure that relationships and sex education is taught equally, that all viewpoints and opinions are discussed, and that individual beliefs or characteristics are protected.

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

CSE is a prevalent issue and something we need to ensure we keep our young people protected from. For older pupils, it may be necessary to teach direct lessons around CSE; however, we recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims of CSE.

### **Domestic Abuse**

Domestic abuse is a prevalent issue; it affects a significant number of children and families not only nationally, but also here within St Helens. Here at Cowley International College, we believe it is our responsibility to teach children about healthy relationships, partly so we are able to protect our pupils, but also so they can go on to have them in their adult lives.

As domestic abuse is a regional issue, it needs to be addressed sensitively and clearly.

Domestic Abuse can include (this is not an exhaustive list):

- Physical abuse
- Sexual abuse
- Financial control
- Controlling and coercive behaviour

Some types of behaviour, often seen within abusive relationships, are criminal offences. It is important that we teach our children and young people which types of behaviour are unlawful, so they can seek appropriate support and help keep themselves safe. In addition to this, by knowing the law around abuse, it allows our pupils to make more informed decisions and choices when entering into a relationship.

### **Female Genital Mutilation**

Female Genital Mutilation (sometimes referred to as female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a **cultural practice**.

Female Genital Mutilation causes significant physical and emotional damage to a woman. It is a criminal offence to perform or assist in the process of FGM; it is also an offence to fail to protect a person for whom you are responsible from FGM.

Again, using the correct terminology for genitals is crucial in the preventative work around FGM. It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

### **Online Safety**

As so many of our children and young people use the internet, and as it forms such a significant part of modern-day life, it is imperative that we teach our pupils how to stay safe online.

Children and young people have an array of online opportunities and responsibilities. It is important that pupils understand that these rights and responsibilities are no different than in day to day life and that the same expectations of behaviour apply in all contexts, including on the internet.

E-Safety can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at Cowley International College we want to ensure that parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families, as we believe that a collaborative approach is the best way forward for our children. Below are the issues that need to be addressed relating to online safety and the reasons why:

<b>Topic</b>	<b>Reasons for teaching</b>
Different types of bullying including cyber-bullying	Many children and young people use social media to communicate with their friends. We want all of our pupils to be able to recognise that online bullying is just as unacceptable as other forms of bullying, and that trusted adults can take action to help keep them safe.
Sharing material online	Sharing material online can be a considerable risk. Children and young people need to have comprehensive understanding that any material shared has the potential to be shared more widely online. Young people also need to be aware of the potential difficulty in removing any compromising material placed on the internet. Pupils also need to be aware of the law and possible consequences of sharing inappropriate material over the internet. It is important that young people know not to provide material to others that they would not want shared further and that they are not to share personal material which is sent to them.
Getting support and reporting concerns	It can be a frightening experience for any child or young person who is a victim of online abuse, exploitation or mistreatment. It is important that pupils know how and where to report concerns in order to keep themselves safe.
Viewing harmful content	Viewing harmful content can have a traumatic and substantial impact on the emotional and mental wellbeing of young people. Children and young people also need to be aware that it is a

	criminal offence to share and view indecent images of children (including those created by children).
Explicit material and pornography	Viewing pornography and other sexually explicit material can create a distorted view of sexual relationships to young people. It can damage the way people see themselves in relation to others and affect their self-esteem and mental wellbeing. It can also negatively affect how they behave towards sexual partners.
How data is collected and shared online	Pupils need to be aware how data is generated, collected, shared and used online so they can make informed choices about what sort of information they want to share on the internet.

### **Concerns raised during lessons**

At Cowley International College we recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of Relationships and Sex Education will be required to pass any concerns raised immediately to the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of Relationships and Sex Education.

### **Responses to difficult questions**

At Cowley International College we believe that college should provide a safe environment for children to ask questions relating to relationships and sex education. We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions. These include:

- If the question includes explicit and/or inappropriate language;
- If the question is not deemed age appropriate for the class;
- If the question asks about the personal lives of staff, children or families;
- If the child raises a safeguarding issue.

## Resources

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

PSHE Association

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Unicef

[www.unicef.org.uk](http://www.unicef.org.uk)