



**NEWQUAY TRETHERRAS**



# **Relationships & Sex Education Policy**

Author: **Mr G Jones / Mr R Higginson**

Adopted by: **Local Governing Body**

Review date: **December 2024**

**This policy will be updated as a result of the current DFE RSE consultation.**

## **National Guidance**

This policy was developed in response to Relationship and Sex Education Guidance DfE 2020, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

## **What is Relationship and Sex Education (RSE)?**

A comprehensive programme of Relationship and Sex Education (RSE) aims to empower young people with evidence-based information. Fact-based knowledge enables young people to make well-informed decisions about their own health and well-being.

Rights-based RSE builds empathy through developing a better understanding of other people's experiences and provides young people with the opportunity to understand their own rights and those of others. Through the critical thinking skills that this subject provides, students can be encouraged to work together to build positive relationships and inclusive communities.

RSE is a process of lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **Principles and Values**

In addition, Newquay Tretherras believes that RSE should:

- Be an entitlement for all young people at Newquay Tretherras
- Provide accurate and evidence-based information on a range of RSE topics
- Support students in understanding their own rights and those of others within the context of the law
- Empower students with information to enable them to develop positive relationships and develop skills to improve relationships
- Create safe, non-judgemental spaces for young people to discuss and explore RSE topics
- Support students to confront stigmas relating to relationships, sex and health education
- Encourage every student to contribute to supporting each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Relationships and Sex Education at Newquay Tretherras has three main elements:

## **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

## **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

## **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy;
- the law with regard to the fullest possible understanding consent (including capacity to consent, coercive relationship structures, sexual harassment etc)

## **Aims**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and an ethical framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their gender and sexuality and understand the range of human

sexuality and gender orientation; challenge sexism and prejudice, and promote equality and diversity

- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential sexual health advice, support and treatment if necessary.
- know how the law applies to sexual relationships and behaviours.

## **Organisation and Content of Relationships and Sex Education**

Newquay Tretherras specifically delivers Relationships and Sex Education through its timetabled PSHE programme of lessons at KS3 and KS4. In addition, aspects of RSE may be delivered through the Personal Development programme during morning tutorial time throughout the year.

The majority of the Relationships and Sex Education at Newquay Tretherras takes places within PSHE lessons. Staff receive in-house CPD from the Personal Development Lead who receives training and support from professionals where appropriate. PSHE staff work closely with students over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances.

The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Students are encouraged to consider how they can be happy, healthy and safe both physically and emotionally. Each year group will take part in a scheme of work with teaching materials that are appropriate to the age and emotional maturity of the pupils concerned.

**Year 7: Puberty / Bodies and Emotions (Boys) / Bodies and Emotions (Girls) / Introduction to Consent.**

**Year 8: Celebrity Attraction / Rules of Dating / New Relationships / Age of Consent Law / Understanding Sexual Biology / Understanding Gender / Weddings.**

**Year 9: Ground Rules and Attraction / Challenging Stereotypes / Consent / Pornography / Sexual Health / Condoms / Pregnancy and Contraception.**

**Year 10: Stereotypes / Capacity to Consent / Coercion / Consent and Contraception / Teenage Pregnancy / Safer Sex / FGM / Same Gender Marriage/ Being Transgender / Sexting / Revenge Porn / Polyamory / Sex and the Media.**

**Year 11: Pornography and The Law / Impact of Pornography (Addiction) / Non-Consensual Sexual Activity / Coercive and Controlling Relationships / Sexually Transmitted Infections / HIV.**

A range of teaching methods will be utilised including class discussions, case studies and problem solving. The school will always respect how pupils choose to express their sense of identify - understanding that, depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.

The RSE curriculum will be sensitive to the different needs of individual students and may need to evolve and adapt over time as the pupil population changes.

The PSHE Curriculum Chronicle is a live document that adapts to the necessary changes to any curriculum that can occur during any academic year.

The course content and delivery will be monitored through the school's agreed monitoring and evaluation policy, by a member of the Senior Leadership Team and will include lesson observations, sampling of pupils' work and staff lesson records.

Additionally, assemblies connected with RSE content will be led by appropriate senior staff and will, where possible, involve students in an active role. Staff teaching RSE will operate within a framework that clearly establishes what is appropriate and what is inappropriate in a whole class setting. Prior to topics being taught there will be clear ground rules agreed for the teaching group and visiting speakers will be expected to operate within these boundaries.

More expert or specialist teachers support staff who might be uncomfortable with teaching certain aspects of the curriculum. Support is offered from leaders who will help with the planning or delivery of lessons if required.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it might not be culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### **Gender / Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of gender and sexual orientation, answer appropriate question and offer support. Young people, whatever their gender identity and/or developing sexuality need to feel that sex and relationship education is relevant to them.

### **Right of Withdrawal of Students from Relationships and Sex Education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher / safeguarding lead (via the relevant Head of Year) to discuss the request with parents and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Good practice is also likely to include the head teacher / safeguarding lead (with the relevant head of year) discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded,

as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the potential detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, Newquay Tretherras will respect the parents' request to withdraw the 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, Newquay Tretherras will make arrangements to provide the child with sex education during one of those terms.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be advised to talk to a parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **Monitoring and Evaluation of Relationship and Sex Education**

Senior Leader oversight of the delivery of Relationship and Sex Education at Newquay Tretherras lies with the Deputy Headteacher responsible for Personal Development and Welfare. The Senior Leader will work with the dedicated Leader Teacher of Personal Development to manage the PSHE team in ensuring that the RSE elements are delivered to all Year Groups in line with the regularly reviewed curriculum chronicle.

The Local Governing Body of Newquay Tretherras will appoint responsible Governors for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Should you require further information, please contact Mr G Jones via email: [enquiries@tretherras.net](mailto:enquiries@tretherras.net)

**Newquay Tretherras**  
**Trevenson Road Newquay**  
**Cornwall TR7 3BH**

Telephone: **01637 872080**