



Hitches Lane, Fleet,
Hampshire, GU51 5JA

Headteacher: Mr K John
Chair of Governors: Mrs R Wilcox

Rev No.: 07

Date of next review: March 2027

CPS-ST-P-POL-006

Relationships and Sex Education Policy (RSE)

Revision Number	Comments	Date
01	S21/Spring202/VLE Draft Policy for the Teaching of Relationship & Sex Education - Reviewed	March 2021
02	Policy Updated, Re-numbered and re-formatted.	26/3/21
03	Reworked cover page	17/5/21
04	Document re-numbered	13/9/21
05	Reviewed. Minor Changes	13/6/23
06	Reviewed	July 2024
07	Reviewed	Jan 2026

Endorsement

This policy was endorsed electronically for use by Governors on 2 March 2026

Rights of the Child: At Calthorpe Park School we promote the UNCR's Rights of the child and this policy reflects the focus of the following articles specifically:

Article 6: Governments must do all they can to ensure that children survive and grow up healthy.

Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free ... to seek and receive information of any kind as long as it is within the law.

Article 34: Governments must protect children from sexual abuse and exploitation.

Table of Contents

Table of Contents	2
1. Introduction	3
2. Scope	3
3. Delivery of the Relationship and Sex Education programme	3
4. Methodology and Approach	4
5. Criteria for the selection of materials and resources	5
6. Dealing with discussion aspects of sexual behaviour which arise incidentally across the curriculum	6
7. Dealing with individual questions from students in a classroom situation	6
8. Procedures for reviewing the effectiveness of the programmes of study	6
9. Parents' right to withdrawal	7
10. Support	7
11. Evaluation & Review	8
<i>Annex 1 – Curriculum Content</i>	9
<i>Annex 2 - In Service Training Availability to Staff</i>	14
<i>Annex 3 – The Right of Parents to Withdraw their Children from Some Aspects of Sex Education</i>	15
<i>Annex 4 - Guidelines for Staff Giving Individual Advice on Contraception to Students under 16</i>	16
<i>References</i>	17

1. Introduction

The Governing Body has agreed a policy for Relationship and Sex Education at Calthorpe Park School which:

- prepares students for the opportunities and responsibilities of adult life by promoting the knowledge, attitudes, values and safe behaviour which will enable them to make informed decisions about, and to manage effectively, their interpersonal relationships;
- aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of positive values, moral integrity and respect; encompassing celebration of diversity and the potential richness of family life (irrespective of how a family may be configured).
- promotes clear student understanding of the laws which safeguard an individual's right to choose and to be physically safe and mentally well within relationships; empowers young people to nurture relationships that are "good for them" rather than those which aren't.

2. Scope

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships (including platonic friendships), sex, sexuality and sexual health. It allows students to gain accurate information to inform the choices they make. It also gives young people essential skills for:

- building positive, enjoyable, respectful, loving and non-exploitative relationships
- staying safe both on and offline
- taking responsibility for their body, relationships, reproduction, health (including sexual health) and wellbeing.

3. Delivery of the Relationship and Sex Education programme

The teaching of Relationship and Sex Education is an integral part of a wider Personal, Social, Health and Economic (PSHE) curriculum which is delivered via discrete lessons; via core curricular areas such as Science. There are three core areas covered in the programmes of study:

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, diversity and stable and loving relationships;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;

- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Learning about and understanding the dynamics of positive peer relationships and how to promote them for mutual benefit, including those in a virtual context.
- Developing a robust understanding of 'Keep safe' behaviour in a variety of real world and virtual world contexts, including how and where to get help.
- Learning about and understanding cultural and religious diversity in relation to personal and family relationships
- Understanding key aspects of the law such as those governing the sharing of images and personal information via technologies as well as those in relation to the age and nature of consent, coercive relationships and the definitions and recognition of sexual assault and harassment
- Understanding the spectrum of human sexuality, psychological development and where to seek guidance and advice.
- Learning about and developing understanding of 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.

At Calthorpe Park School, teaching about the biological aspects of puberty, reproduction and the spread of viruses and transmission of sexually transmitted infections is delivered via our Science Programmes of Study. These topics are compulsory elements of the National Curriculum for Science.

Support for this approach, with increased emphasis on the ethical, attitudinal and personal decision-making dimensions of the topics concerned, will be provided by the PSHE programme.

4. Methodology and Approach

Science

The teaching approach adopted is one where the factual content of a topic is introduced by the teacher, supported by the use of illustrative material in a range of media, as appropriate. Opportunities for students to apply their knowledge in problem solving and other structured situations is provided, as is the opportunity for student discussion and exchange of ideas. Consideration of the various attitudes to a topic and the broader ethical dimensions take place subsequently.

Staff specialisms are used effectively and due consideration is given to the allocation of teaching groups to staff in order to ensure broad curriculum coverage, balance and entitlement.

PSHE Programme

In the PSHE Programme the approach adopted is one where students are engaged in a variety of interactive activities designed to encourage:

- the development of reflective thinking skills and critical faculties to make informed choices;
- the development of effective communication skills;
- an ability to understand and respect beliefs, faiths and cultures by which people interpret life and on which they base their attitudes and behaviour;
- the effective management of their personal and social experiences both now and in adult life.

Students are taught in mixed ability groups to facilitate comfortable discussion and exchange of ideas. At CPS we work hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff will adjust lesson materials to ensure that all members of the class can access the curriculum just as they do in all subject areas. This is in line with our teaching and learning policy.

The school employs two full-time School Health and Welfare Officers and ELSA mentors to whom all students have access on a self-referral basis.

5. Criteria for the selection of materials and resources

As is the case with materials and resources used in any subject area, priority is given to ensuring that the content is appropriate both in nature and in style and has due regard to the age, religion and cultural background of our students. Materials should have a sound factual base, present information and opinion in an objective and balanced way and use the correct terminology for body parts and sexual behaviours. Materials which are presented in a way which is sensationalist or which, in an attempt to be accessible to young people, use language which is unnecessarily familiar or vulgar, will be avoided. Students are required similarly to use correct terminology. Prior to any lesson in which sensitive issues are to be discussed, ground rules for interaction, communication and behaviour are clearly established.

Resources should be chosen for their clarity, flexibility of use and sensibility of presentation of issues. All resources to be used with students must be evaluated, by a member of staff, prior to the lesson taking place.

On occasion, Specialist Health Education Professionals are invited into school to work with groups of students and to deliver specific aspects of the Health Education and Sex and Relationships Education Programmes. Prior discussion and planning between relevant members of staff and guest speakers must take place in order to ensure that the proposed content, approach and any resources to be used are consistent with the school's Policy on Relationship and Sex Education and compatible with its guidelines on dealing with sensitive and/or controversial issues. Whenever an outside speaker is working with students, the member(s) of teaching staff normally scheduled to teach those students will be present.

6. Dealing with discussion aspects of sexual behaviour which arise incidentally across the curriculum

On occasion, the teaching of unrelated topics within the various aspects of the curriculum could lead to other discussions of aspects of sexual behaviour (eg. population control in Geography, assisted fertilization in Philosophy and Ethics, etc.) as part of the teaching of the subject. Staff will use their professional judgement to ensure that facts are presented objectively, are set firmly within the context of, and are relevant to, the proper exploitation of the subject concerned.

7. Dealing with individual questions from students in a classroom situation

On occasion, students will seek further information on a topic of personal interest which the teacher does not deem to be of direct relevance to the interest or needs of other students in the class. In such a case the teacher will use his/her professional judgement and respond in the most appropriate of the following ways:

- by inviting the student to pursue the issue individually with him/her at a later time/date;
- by answering the question generally to a degree of detail appropriate to the maturity of the class: this would be followed by an invitation to the student concerned to pursue the issue on an individual basis at a later time/date;
- in a case where a particular student or group of students seek to pursue a point beyond that which is deemed appropriate by the teacher, he/she will act to safeguard the sensibilities of the whole class and will invite the individual to discuss the matter with him/her at a later, specified time;
- by referring the student to the School Health and Welfare Officers, Safeguarding Officer or senior member of staff.

See also Guidelines for Staff on Giving Individual Advice on Contraception to Young People Under 16 and procedures to be followed by the School Health and Welfare Officers in the event of a student under the age of consent requesting advice re sexual activity or possible pregnancy.

8. Procedures for reviewing the effectiveness of the programmes of study

The effectiveness of the programme is monitored using the following procedures:

- within Science, monitoring of students' knowledge, understanding and skills, both formally and informally, as part of everyday teaching and by formative and summative assessment procedures;
- within the wider school context, via Subject Review and lesson observation by the Senior Leadership Team, via cross-curricular Culture and Ethos working groups and by students' ability to contribute to the maintenance of a harmonious, inclusive community, based on tolerance and respect for self and others, which is implicit in the ethos of the school;
- membership of our student voice group which provides the opportunity for students to raise and explore issues which are of importance to them;

- review of programmes of study by those involved in their drafting and delivery;
- by sampling of student satisfaction by verbal and/or written survey and through systems for Subject review procedures;
- regular review and updating, as appropriate, of policies in the light of changing circumstances and legislation.

9. Parents' right to withdrawal

Parents have a legal right to withdraw their child from any or all parts of a school's programme of Sex Education, delivered as part of RSE, other than those elements that are statutorily required by the National Curriculum Science Order. This will be granted up to three terms before the child's sixteenth birthday. At this point the school has a statutory duty to consult the young person and if they wish to receive sex education rather than be withdrawn, we will arrange for this to happen in one of the three terms before their sixteenth birthday (which is the legal age of sexual consent). In accordance with DFE legislation, all parents have access, via the school's website, to our Relationship and Sex Education policy.

Any student withdrawn from elements of sex education within our RSE programme, will be provided with alternative work to be undertaken, under supervision, in an alternative location for the duration of the topic. The withdrawal arrangement will be agreed, in advance, with the Headteacher.

10. Support

We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents can contact the PSHE lead for one-on-one support on providing effective sex and relationships education at home. They can get in contact via email or telephone. The PSHE lead will inform parents of when RSE content is specifically delivered as part of the programme of study for PSHE. Additionally, parents can request to discuss RSE content that is taught in lessons. The PSHE lead will also share parental copies and discuss any concerns parents may have, if they wish.

Safeguarding and Confidentiality

Discussions about sensitive topics in PSHE can lead to increased safeguarding reports. It may be the case that discussions around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the schools' Child Protection and Safeguarding policies will be followed. If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Students with additional educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead.

11. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Strategic Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

Annex 1 – Curriculum Content

Guidance from this [link](#), pages 14-19 which outline required topics

Respectful relationships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.

12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching,

taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.

7. The concepts and laws relating to sexual violence, including rape and sexual assault.

8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.

9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.

10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.

11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

12. The concepts and laws relating to forced marriage.

13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or

10 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children. assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.

16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.

3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. 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.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Annex 2 - In Service Training Availability to Staff

Sex Education is delivered by members of the Science Department and PSHE staff who feel comfortable in this role and who have received appropriate in-service training.

Training and support is provided internally by the Head of Science and externally brokered for colleagues by the Head of PSHE.

The school makes use of the specialist expertise, training, resources and support offered by local Health Service Bodies and other Health professionals.

Uncontrolled when Printed

Annex 3 – The Right of Parents to Withdraw their Children from Some Aspects of Sex Education

Calthorpe Park School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. RSE education at Calthorpe Park School promotes the spiritual, moral, cultural and physical development of students. It aims to prepare students for the opportunities and responsibilities of adult life by promoting the knowledge, attitudes and values which will enable students to make informed decisions about, and to manage effectively, their personal relationships. It also aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of moral values and with due regard to the value of family life and the laws on sexual behaviour. We feel that participation in the Sex Education programme is an important element in the development of a balanced understanding of this important area of preparation for adult life.

We feel that our Science teachers are the most appropriate staff to teach about human reproductive processes and sexual behaviour, including HIV/Aids and other sexually transmitted diseases. These elements feature in our Science programmes of study. Consideration of the broader emotional and ethical dimensions of sexual attitudes occur in both Science and the PSHE (Personal, Social, Health and Economic) curriculum.

The Governing Body has agreed a policy for Relationships and Sex Education at Calthorpe Park School. Annex 1 gives details of the content and organisation of the Relationships and Sex Education Programme from Years 7-11.

Parents have a legal right to withdraw their child from any or all parts of a school's programme of Sex and Education within our RSE programme of study (other than those elements that are statutorily required by the National Curriculum Science Orders). A young person has the right to make their own decision about this once they are 3 terms away from their sixteenth birthday and if they wish to be included at that point, we will make the appropriate arrangements for them.

Any parent wishing to exercise their right to withdraw their child from lessons dealing with these issues should contact the Headteachers.

Parents have no legal right to withdraw their child from other elements of the compulsory Relationships Education programme for the reasons explained below by the DfE.

“There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.”

Annex 4 - Guidelines for Staff Giving Individual Advice on Contraception to Students under 16

The Governing Body has agreed a Relationships and Sex Education Policy which makes general advice on contraception available within Science and PSHE lessons. Methods of contraception are dealt with in Science and PSHE and related ethical and legal issues are covered in both subjects at a time which is considered appropriate to the maturity of our students.

The law states that sexual intercourse below the age of 16 is illegal.

However, doctors may give contraceptive advice/treatment to young people below 16 without parental knowledge or consent providing that the young person:

- has understood the advice;
- could not be persuaded either to inform his/her parents or let the doctor do so;
- is likely to have sexual intercourse with or without contraceptives;
- may suffer physical or mental harm if such advice/treatment is not given.

Teachers are not health professionals and, therefore, should not give counselling or advice to individual students on these issues. This is the state of the law at the present time.

However, good teachers have always taken a pastoral interest in the welfare and well-being of their students and it is possible that a student may approach a chosen teacher to ask for advice on sexual matters, including contraception and access to this.

Any teacher who is approached for individual advice on such matters should encourage the young person to seek advice from his/her parents.

If the young person is reluctant to do this, the teacher should advise them to talk to the Designated Safeguarding Lead or the School Health and Welfare Officers who will advise them further. Addresses and times of Young Persons' Clinics are available in the Medical Room.

If the teacher considers that a young person under 16 is contemplating becoming, or is already, sexually active and could, therefore, place himself/herself at risk, his/her role is then to take the following steps:

1. Reassure the young person that their situation will be taken seriously;
2. Make it clear that he/she is obliged to inform the DSL or relevant Safeguarding Lead;
3. Explain that the DSL may need to talk to the young person and may ultimately decide that contact with parents is necessary;
4. Make it clear to the young person that his/her situation will be dealt with sensitively and discreetly.

The golden rule is:

- do not break confidentiality without first telling the student;
- do not keep a confidence where, in your professional judgement, it is in the best interests of the young person to pass on the information to the Designated Safeguarding Lead

References

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2020)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

https://assets.publishing.service.gov.uk/media/5f2c2b988fa8f57ac88dc996/RSE_secondary_schools_guide_for_parents.pdf