

# Cressex Lodge Relationships and Sex Policy

Author/Contact:	Dan Bunker – Senior Leader
Approval/Ratified by:	Sarah Snape – Head Teacher
Publication Date:	01/12/20
Review Date:	01/07/21

## Policy Statement

At Cressex Lodge School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

Accordingly, we provide a culture, opportunities and forums for students to be able to discuss LGBT, (lesbian, gay, bisexual or transgender), or other sexual identity matters as appropriate to their needs at a timely point in students' lives. When appropriate we will encourage critical thinking and decision-making and challenge myths, misconceptions and prejudices should they arise.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

## Procedure

The aims of the RSE programme closely mirror the aims of the broader PSHEE curriculum:

- to help all students develop as individuals in a wider society
- to understand their relationships with others
- to understand themselves physically, emotionally, socially and sexually

Learning about relationships and sex should be:



- an integral part of the lifelong learning process, with agreed aspects beginning in
- early childhood and continuing throughout adult life
- an entitlement for all boys as well as girls;
- those who are heterosexual or LGBT;
- those with physical, learning or emotional difficulties
- those with a religious or faith tradition
- everyone whatever their background, community or circumstance
- provided within a holistic context of emotional and social development throughout the school community

At CLS we are statutorily required to explore lifestyle choices our students may wish to make and, having made those choices we are required to develop appropriate language, strategies and skills that they may need to stay healthy and safe. The diversity of the needs in the school, coupled with the additional vulnerability of our students mean the range of learning experiences should include:

- laying foundations of understanding about growth and change and respect for one another
- preparation for the changes of puberty
- body knowledge
- understanding about sexual health

### **Pupil involvement**

We will ensure equality of the RSE policy by being sensitive to the differing needs of students and by ensuring that the opportunity to evolve and adapt over time is built into the process, including listening to students and encouraging their voice

### **RSE curriculum**

All students are entitled to a broad, balanced and relevant curriculum that meets their individual learning needs and promotes their spiritual, moral, cultural, mental and physical development.

The teaching of RSE enhances learning by offering a range of opportunities to improve their knowledge and understanding of different types of relationships, their own emotions and the changes that they will experience as they grow up and become adults.

Using the curriculum mapping for RSE we will directly involve students by teaching a high quality integrated programme that responds to many of the key issues associated with puberty, adolescence and becoming an adult. However, this approach may often require a closer examination of individual and group needs. Due to the nature of why our pupils are admitted to CSL many of the conversations are of a sensitive nature and are delivered via the therapy team



during individual and group work. This takes places on the school site both during and after the school day.

## RSE programme outline

Our programme in class and in therapy covers:

- the law (see separate section)
- equality in relationships
- sexual consent
- the importance of seeking and gaining mutual consent through positive and active communication, and go beyond teaching how to say 'no'
- pupils will be taught how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling.
- understanding the impact of a culture that reinforces stereotyped and gendered expectations for both boys and girls, including blaming victims for the abuse they experience and other cultural norms and negative stereotypes that they experience and observe.
- the skills for negotiating consent and managing the feelings associated with their experiences, and how to seek help and support if they need it
- relevant visual cues and role play
- learning that one's body belongs to oneself and that only we can say who has access to it. (ie 'public and private'). This is a key element in a school's approach to safeguarding.
- respecting boundaries (public and private) – their own and other people's – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise
- learning the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding
- opportunities for students to discuss and explore sexual orientation choices in a safe environment; LGBT, heterosexual or questioning in terms of those exploring their sexual identity.
- being open and honest about the words for genitalia

## Cross-curricular links

The programme is committed to relevant learning across the curriculum including links with Citizenship on matters such as abortion and same-sex relationships.

There are direct links with the ICT/Computing curriculum raising awareness of the personal risks associated with the use of technology, including emotional and physical wellbeing, safety and protecting a personal reputation as well as exploring the law as it pertains to downloading of images and information and exploring safe ways of sharing personal information, social networking, online dating and sharing images.

## Safeguarding

If we have any reason to believe a student is a risk, we are required by law to refer the matter to the school's DSL, (Designated Safeguarding Lead), who will take over the management of the process.

## Confidentiality, controversial and sensitive issues

The school cannot offer unconditional confidentiality. In any case where safeguarding procedures are followed, the school will ensure that the young person understands, that if confidentiality has to be broken, they will be informed first. All education staff and therapy staff in school are bound by their codes of conduct in a one-to-one situation with an individual student.

## By the end of secondary school:

### Families

Pupils should know

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. Respectful relationships, including friendships

### Respectful relationships, including friendships.

Pupils should know

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (nonsexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **Online and media.**

Pupils should know

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared and used online.

### **Being safe.**

Pupils should know

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). Intimate and sexual relationships, including sexual health Pupils should know
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.



- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage. 14
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.