



Policy Document: RELATIONSHIPS AND SEX EDUCATION

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Governors (monitoring): FULL GOVERNORS

Revision Date: February 2022

Document Version: 3.0

Governor Committee: FULL GOVERNORS

Full Governors Ratification Date: March 2022

Review Frequency: 2 years

Date of next review: February 2024

Publication Date: 28 March 2022

Chair of Governors Signature:

A handwritten signature in black ink, appearing to read 'William Spence', written over a faint, illegible printed name.

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Relationship and Sex Education (RSE) Policy

1. Introduction to Relationship and Sex Education at CFS

RSE at CFS is an integral part of our PSME, SMSC and safeguarding curriculum. Pupils learn how to develop stable, loving relationships and about the physical, emotional, spiritual, sexual and moral aspects of their personal development. RSE at CFS teaches pupils about the importance of respect, love and care in friendships, family life and intimate relationships, as well as how to keep themselves safe. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At CFS all aspects of RSE are delivered within the context of a biblical framework that emphasises the creation of all human beings in God's image. This provides us with a firm foundation for teaching about equality and mutual respect and gives coherence to the course content. In the primary years, Relationships Education lays the foundation for building positive and safe relationships of all kinds, starting with family and friends and how to treat each other with kindness and respect. Sex education is introduced in Year 6, leading to the fuller exploration in the secondary years of God's purposes for human relationships, including the development of sexuality and the healthy care and stewardship of our bodies. As pupils mature and develop, they are taught about other cultural perspectives and contemporary norms in British society.

We believe in presenting a positive and holistic view of human sexuality based on a biblical worldview and aim to prepare our pupils for life in modern Britain.

2. Statutory guidance and sources of advice

Relationships Education has been compulsory in all primary schools in England and Relationships and Sex Education has been compulsory in all secondary schools since September 2020.

This updated policy has been written in accordance with **The Equality Act 2010** [Equality Act 2010: advice for schools - GOV.UK](#) and with regard to **DfE statutory guidance** for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019 [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

The policy has also been informed by related statutory guidance:

- *Keeping Children Safe in Education* [Keeping children safe in education 2021](#)
- *SEND code of practice* [SEND code of practice: 0 to 25 years - GOV.UK](#)

In writing this policy, we have made use of advice and guidance from:

- *Gov.UK Plan your relationships, sex and health curriculum* September 2020

- The Independent Schools Association, including the *ISI Commentary on the Regulatory Standards for Independent School*, September 2021

The RSE lead and other key staff have received regular opportunities for CPD and other input from **specialist RSE and PSHE organisations**. The school is also part of several **wider networks**, including the Christian Schools Trust and the Independent Schools Association, that provide opportunities to relate to other schools over content and practice.

3. Parent and pupil consultation

At CFS, we are a parent collaborative, with many of our staff and governors either current or former parents of the school. We believe that parents have the primary responsibility for all aspects of their child's education and development, most especially in the area of personal, moral cultural, health, and sex and relationships education.¹

Our curriculum and approach have been drawn up based on consultation with parents.² A regular cycle of whole school parent consultation is in place with parents being consulted again about the updated RSE policy in 2022.

In order to identify gaps and enable us to sensitively adapt our RSE content to the needs of each cohort, we include RSE-related questions in our regular pupil forums (Y6 to Y11). In addition, all pupils in Y7 and Y10 are surveyed once a year to ensure that we capture the views and experience of pupils at these two key points in their secondary school education.

¹ As a school, we concur with the Secretary of State for Education's recent statement (2020) about the role of parents/carers in relationship and sex education: "We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role . . ."

² From 2014 Year 7 parents have been consulting with staff to discuss content of the RSE curriculum in order that we are able to sensitively evaluate and teach each cohort within the parameter of the school's aims and values. From 2015 this has included Year 6 parents. An online consultation with parents took place in 2014 and again in 2018. Parents continued to show strong agreement with the school's approach on RSE provision and sign a consent form before the sex education element of the RSE programme is delivered.

In November 2014 we held an on-line consultation with all parents, specifically asking for their views about how SRE [now RSE] should be covered, particularly with reference to sexual orientation and gender identity. We have reflected these results in our RSE curriculum, incorporating material on changes to marriage law and helping pupils understand changing attitudes towards sexuality and gender in modern Britain, whilst continuing to ensure that pupils are taught about biblical views of marriage. In February 2018, this process was repeated. Parents continued to show strong agreement with the school's approach on RSE provision.

We are also seeking to involve the Student Council in suggesting topics where they think pupils need more input.

We believe that in this way and working over a number of years, we are able to develop a good understanding of pupils' individual circumstances and also any class peer pressure, when covering both the emotional and physical sides of the RSE curriculum.

4. Roles and responsibilities for RSE at CFS

The RSE lead is responsible to the Head Teacher and has input from the Assistant Head for Curriculum, Teaching and Learning, from Heads of School, the Designated Safeguarding Lead and from the Governor with responsibility for the curriculum. The RSE team at CFS includes the RSE team leader, form teachers, science teachers and pastoral staff. This team works with the RSE Lead and Head Teacher, and with the Governor with specific oversight for RSE, to agree principles and the way in which input will be delivered, as well as monitor implementation and evaluate outcomes.

The RSE policy is formally reviewed every two years by the RSE team leader, the Headteacher and designated Curriculum and Safeguarding Leads and Governors.

5. Principles and values

At CFS we believe that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing through adolescence into adult life
- support parents in their primary role in their children's relationship and sex education
- enable pupils to learn about the family as the God-given blueprint for human flourishing, and about marriage and covenant as the biblical context for sex
- explore other ideas about family and marriage, giving pupils opportunities to reflect on the choices and conclusions that flow from other ways of looking at the world, including contemporary cultural norms
- acknowledge that families are sometimes broken and provide sensitive support
- support family commitment, love, respect and affection, whilst accepting pupils' varying family experiences and recognising that the imperfect nature of the world may sometimes make these ideals difficult to achieve
- encourage pupils and teachers to share and respect each other's views
- generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment
- include discussion of concepts of sensuality and modesty, unpacking what the Bible teaches and how we understand it in the 21st century

- help pupils to learn how to keep themselves safe both online and offline
- in agreement with parents and as a very small pastoral school, discourage exclusive relationships, striving to provide an effective environment that can support and encourage pupils to show respect, kindness and a caring attitude for all their peers without the added pressure of managing a boyfriend/girlfriend relationship (see the *ating Policy*)
- recognise that the wider community has much to offer: we aim to work in partnership with RSE educators, youth mentors from the wider Christian community, health professionals (eg. school nurses on HPV vaccine input) and social workers/community police officers as appropriate.

6. Aims and intended outcomes

The aims of the RSE curriculum at CFS are to enable pupils to:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others as God values us and to develop respect for individual conscience
- understand the consequences of their actions and behave responsibly in all kinds of relationships, recognising that both friendships and emotional or intimate relationships are to be handled with care, compassion and maturity
- avoid being exploited or exploiting others, or being pressured or pressurising others into unwanted sexualised attention, including unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- communicate effectively with parents and trusted adults to seek help, guidance and advice
- understand a Biblical view of sexuality and learn about other views on sexuality in contemporary cultures
- be sensitive to peers and other families with different family structures
- critique misogyny and homophobia and challenge homophobic bullying
- understand the arguments for delaying sexual activity
- know about Sexually Transmitted Diseases including HIV
- understand the concept of protected sex and circumstances when it may be relevant
- know about HPV vaccine and cervical cancer and other ways of reducing infection
- be aware of sources of health advice, support and treatment

- know how the law applies to sexual relationships and consent
- know that in law marriage was redefined in 2013
- understand the concept of Protected Characteristics and why these are protected in Law (Equalities Act 2010)
- develop a clear understanding of consent and the contexts where it is relevant
- develop skills in asking for and receiving permission
- develop the ability to keep safe both, online and offline.

The intended outcome of our RSE curriculum is that pupils **grow** in understanding in all the areas described, in a graded and age-appropriate way, so that by the end of KS4 when they leave the school:

- they will have had many opportunities to engage with various aspects of this subject
- they will have grown in their understanding of a biblical framework for thinking about relationships in general and intimate sexual relationships in particular
- they will have developed a solid sense of their own value in God's eyes and made many strong and healthy friendships
- they will have the tools to contribute to building new healthy friendships and relationships and contribute supportively to the communities that they become part of in the post-16 education/training and beyond
- they will be resilient to online pressures, recognising the varying forms that coercion can take.

7. RSE Curriculum Content

Relationships and Sex Education is part of the overall PSME curriculum at CFS and is delivered by the RSE team. The curriculum content is reviewed on a two-yearly cycle and is informed by statutory guidance, parent consultations, pupil voice and external sources of advice. The RSE lead and head teacher will also seek to make links with other areas of the curriculum, thus strengthening the pupils' lived experience of learning in this area and to strengthen the quality of provision.

RSE at CFS has three main elements which are taught at appropriate developmental stages and in age appropriate ways:

Attitudes and Values

Pupils should learn:

- the value of respect, love and care
- the value of family life, stable and loving relationships, and marriage

- the nurture of children
- the importance of individual conscience and moral choices
- the reality that people may make poor choices but the Christian perspective offers hope of restoration of relationship
- to explore, consider and understand moral dilemmas
- to develop critical thinking skills as part of decision-making, including understanding moral choices in a biblical context
- that the person and ministry of Jesus provides the moral compass and compassionate perspective that informs the teaching of Christian values and ethics.

Personal and Social Skills

Pupils should learn:

- to show self-respect and empathy for others
- how to manage emotions and relationships confidently and sensitively
- how to make choices in the context of a Christian worldview, with an absence of prejudice, whilst appreciating that we all have a bias and recognising that others make choices based on their own worldview
- to develop an appreciation of the consequences of the choices they make
- skills for managing conflict in relationships
- skills to handle inappropriate pressures from others by teaching the building blocks of consent
- that people can be helped in developing these skills through cultivating a personal spiritual and prayer life.
- to learn the skills that will help them be sensitive towards those with other experiences.

Knowledge and Understanding

At age-appropriate stages in line with [Relationships Education, Relationships and Sex Education and Health Education guidance](#), pupils should learn about:

- human physical development
- human sexuality, reproduction (including body parts), sexual health, emotions and relationships
- a biblical understanding of the big story of human sexuality, and other perspectives, including different philosophical/religious understandings of the body and our relationship to it

- the traditional Christian understanding that in the context of a Biblical worldview, we are all created as sexual beings who can express that in the context of marriage or celibate singleness, exploring both marriage and singleness in different contexts
- the concepts underpinning other expressions of sexuality and their importance in contemporary culture
- different types of families, including adoption, single parents, blended families and same sex families
- different responses to being a sexual being - physical pleasure, intimacy, abstinence, celibacy, commitment and a biblical view of holiness
- what makes healthy relationships
- reasons for delaying sexual activity and the benefits to be gained from such delay
- contraception, how to avoid an unplanned pregnancy and the range of local and national sexual health advice, and support services available
- how to safeguard personal boundaries in the online world including gaming platforms and social media
- how to report concerns online and offline or to seek help
- pornography and its impact on healthy relationships, developing an understanding of how addiction is formed in this area
- recognising sexualised language and sexual harrassment
- recognising coercion and exploitation
- developing tools and gaining confidence in keeping safe and sharing concerns with a trusted adult
- understanding concepts around consent starting with asking for and receiving permission in relevant contexts.

8. Organisation of Relationship & Sex Education Content

At CFS Relationship and Education is delivered throughout the school both in specific lessons and also in science, PSME, RS/Bible and ICT lessons.

As a school we are sensitive to the needs of each cohort especially when classes are small or when they only have one or two boys or girls. We aim to approach sensitive subjects with care and within single sex groups where appropriate. We are also aware of the importance of ensuring that all pupils can access the RSE curriculum. The RSE lead and team works with the SENDCo to strengthen schemes of work to ensure appropriate content and to provide support for delivering high quality, differentiated teaching to these pupils as set out in the SEND code of practice.

Schemes of work are regularly reviewed and strengthened to ensure that more able pupils are sufficiently challenged.

The progression of knowledge, understanding and skills in each part of the school is outlined below. Parents are provided with a curriculum grid providing areas of learning in more detail at KS1, KS2, KS3 and KS4. Previous knowledge is reviewed and built upon at each key stage by the teacher delivering the lessons.

In Lower School (Years R - 3)

Lower School encompasses EYFS, KS1 and the first year of KS2.

Relationship Education is woven throughout the curriculum naturally by the Lower School team who take both teaching and pastoral responsibility for all children in the classroom, at break times and lunch times, as well as communicating with parents/carers. This ensures that children are well known as individuals and are well supported within their family structure. Parents are an integral part of their children's lives and the life of the school: there is daily opportunity for communication between home and school which strengthens the pupils' sense of safety and cultivates an openness that impacts positively on the child's developing sense of self, relationships, safety and trust.

Topics covered include:

- created by God in His image, male and female
- families and new additions (including fostering and adoption, and blended families)
- baby growing into child
- body parts and how to keep the body healthy
- healthy relationships - family and friends
- online and offline relationships
- keeping healthy and safe
- talking with a trusted adult.

These topics are set in the context of the Biblical values of God's love and care, the fruits of the Spirit - love, joy, peace, patience, kindness, self-control and gentleness - and the foundational Christian concepts of saying sorry, and giving and receiving forgiveness.

There is a strong emphasis on how to talk about friendships, addressing any attitudes of bullying which might emerge and endorsing a strong culture of caring for one another. We actively build on our strength of being a culturally diverse school to develop and model inclusive and supportive relationships, valuing honesty and truthfulness.

Through sharing and learning how to seek and receive permission, children are given the building blocks for understanding concepts of privacy and consent as they grow up. Aspects of keeping bodies safe are addressed through guidelines followed when accidents occur in class at lunch, playtimes or toilet times, reinforcing the need for the child to be happy to receive appropriate help from a trusted adult (see Lower School Toileting procedure).

In Middle School (Years 4 - 8)

In Years 4-6 (KS2)

In PSME, form periods, and in the science and ICT curriculum, pupils learn more about:

- the building blocks of positive relationships and friendships
- resilience in friendships and maintaining healthy relationships
- the ups and downs of friendship, working through them and understanding that violence is never right (from DfE guidance)
- that healthy, positive relationships are welcoming towards others and do not make others feel lonely or excluded (from DfE guidance)
- how to communicate well with kindness and compassion
- how to hold and express views and opinions sensitively and know how to respect other people's choices (from DfE guidance)
- negotiating friendships online, including on gaming platforms and how to report concerns or cyberbullying to trusted adults
- gender stereotypes and how they may be unfair or negative, and may contribute to a sense of poor self-esteem (from DfE guidance)
- significant family relationships and roles and how they contribute to identity in a Biblical framework: father, mother, son, daughter, brother, sister, husband, wife
- the characteristics of healthy family life: commitment to each other, spending time together and sharing each other's lives (from DfE guidance)
- what 'marriage' is in UK law, (Y6) including civil partnerships and other types of family structures
- what a Christian marriage ceremony looks like and introducing concepts of covenant and contract
- further understanding of body parts and functions in science
- preparing for puberty including menstruation and physical and emotional changes for boys and girls
- body parts and how to keep the body healthy

- animal reproduction
- human reproduction in the context of marriage and family (Y6)
- knowing how to talk to trusted adults and who to talk to if they are concerned about emotional or physical issues
- how to develop a healthy self-respect, including understanding why this is important for personal wellbeing (from DfE guidance) with reference to relevant Christian worldview perspectives
- boundaries and privacy, how to understand the rights and responsibilities that children have over their own body including how to report concerns
- privacy and secrets: what are the similarities and differences, including online (from DfE guidance)
- how to recognise and report feelings of feeling unsure or unsafe about any adult, including helpful language and vocabulary that would increase their confidence to communicate (from DfE guidance)
- how to recognise online traps of grooming and risks associated with people they have never met and how to critically assess online friendships and sources of information including knowing how to reject inappropriate sexual or violent content and to know how to report these.

In Years 7 - 8 (KS3)

A further layering of the above and including emphasis on:

- healthy friendships including openness to others, conflict resolution, giving and receiving forgiveness
- exploring the biblical understanding of calling: child of God, bearer of His image, both male and female
- exploring the big story of human sexuality and marriage from a biblical perspective
- what is singleness and celibacy in the biblical ethic, including how and why young people and adults might adopt this lifestyle
- puberty and sexual reproduction in greater depth in science
- the emotional impacts of puberty on both boys and girls
- HPV vaccine and introduction to sexual health in science
- permission giving and receiving as building blocks of respect and personal intimacy (DfE guidance)
- understanding peer pressure which affects attitudes, values and behaviour
- online behaviours and how the same expectations apply in the online world (DfE guidance)

- online risks of sharing material and consequences (DfE guidance)
- how sexually explicit images impact the brain - Brain Defence Course
- how explicit images distort the view of human sexual behaviour (to be built upon in Year 10)
- how sharing and viewing indecent images is a criminal offence and building this into an understanding of appropriate online behaviour through unpacking the Acceptable Use policy.

In Upper School (Years 9 - 11)

In Upper School (later KS3 and KS4), much of RSE is taught in form periods, Religious Studies, PSME, Science lessons, the Equipped to Serve (ETS) programme and Christian Life Studies (CLS). It is set within a biblical and scientific framework of relationships and human growth and development.

The RSE team work with outside agencies such as Esteem and the Lily-Jo project, which are specialist Christian charities working in the area of dealing with emotions, body image, self-esteem, bullying, and pornography with presentations and workshops.

RS, PSME, Science, ETS and CLS lessons include:

- building blocks for healthy relationships, self-image, body image, feeling attraction, search for intimacy
- understanding the concept of marriage, reflecting Biblical covenant and in UK law based on contract and covenant: differences and implications, choices and consequences including other committed relationships (DfE guidance)
- respectful friendships including permission giving and receiving as building blocks towards intimate relationships (DfE guidance)
- what happens when relationships breakdown and their emotional impact, including divorce and family breakdown
- advantages of delaying physical relationships
- having a baby as a teenager, including responsibilities of young parenthood
- characteristics of successful parenting
- abortion: pro-life and pro-choice arguments, the law, prejudice and acceptance and getting support and advice for those affected
- sensuality and cultural norms, including media and online pressures
- understanding strategies around dealing with sexual pressure from culture, online, peers and how to avoid pressurising others
- sexual orientation and cultural dilemmas
- gender identity and gender expression including transphobia and related challenges

- homophobia and homophobic bullying, including data on its prevalence in national school statistics and the impact of homophobic name calling
- being prepared for young adulthood, peer pressure including drug and alcohol abuse
- STIs, HIV, personal consequences and where to get help and information
- fertility and choices in relation to reproductive health and infertility and miscarriage, including an exploration of ethical issues
- internet safety and on-line conduct, cyber bullying, how to get help, how to report concerns
- human trafficking, modern slavery and child sexual exploitation (CSE) and FGM
- peer-on-peer sexual exploitation
- consent in intimate relationships including understanding unhealthy relationships and coercive control
- pornography and its impact on healthy relationships, including how to get help
- online behaviours including youth-produced sexual imagery and sharing, and knowing how to report these appropriately
- the position of the Law including age of consent for sexual relationships, forced marriage.

9. Answering Difficult Questions

Lessons incorporating the RSE curriculum may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them factually and always sympathetically within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Reflection and ongoing assessment is built into the sessions.

10. Role of Parents and Inclusion

Our aim as a parent-collaborative school is always to support parental engagement, especially in RSE, so that parents feel empowered and resourced to take a significant role in this area of the children's education and growing up. We therefore arrange Parent Forums for each class in Middle School with members of the RSE team, sharing resources and facilitating conversation. These forums are well supported and additionally help us as a school to understand each parent's cultural context and how best to support them in

RSE, including promoting internet safety and using digital devices. Parents are kept informed about organisations that are signposted in RSE learning contexts.

Right to withdraw

Parents do not have the right to withdraw children from lessons incorporating aspects of Relationships Education but do have the right to remove their child from Sex Education lessons (such as Year 6 sex education and Year 10 pornography lessons in ETS). However, this rarely happens. The nature of our school - as a collaborative of Christian parents and staff (who are often parents in school themselves) - is such that parents consistently appreciate that a well-crafted partnership between school and home better prepares children and young people for personal growth and to understand life in modern Britain. Through Parent Forums and letters home, we give parents ample notice of content to be covered from Years 5 and up, with opportunities to talk to the RSE team in person. Over the years this has been a very fruitful way of communicating with parents, hearing their concerns and being sensitive to issues in each year group and cohort.

Specifically, the material and sources used for sex education in Year 6 (Lovewise) and for keeping safe from unwanted images (the Brain Defence course) in Year 7 are shared with every parent and made available to borrow or use at home.

11. Confidentiality, Controversial and Sensitive Issues

Confidentiality

The RSE policy and practice complies with the school's policies on Confidentiality, Information Sharing, Safeguarding and CSE.

At CFS, staff will not offer unconditional confidentiality. Although they are not legally bound to inform parents or the Head Teacher of any disclosure, it would be our standard practice to do so for the sake of effective safeguarding and good outcomes for the pupil.

In a case where a teacher learns from a pupil that they are having or contemplating a personal intimate relationship:

- the young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice
- Child Protection issues will be considered and referred if necessary to the Designated Safeguarding Lead under the school's procedures
- where coercion or exploitation is suspected, the CSE policy would be followed
- if necessary, the young person will be properly counselled about contraception, including information about where they 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.

Occasionally, health professionals may come into school to talk about an aspect of sex education - eg. about HPV, although latterly the school nurse has sent us a presentation that is then delivered by a member of the RSE team. If a health professional does come into school, they 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. We inform parents about material from health professionals that will be shared with the young people.

Controversial and sensitive issues

As a faith school we teach about faith perspectives in line with statutory guidance, including the “distinctive [Christian] faith perspective on relationships”, allowing balanced debate to take place about issues that are seen as contentious and teaching how Christian faith institutions may support people in matters of relationships and sex.³

In a school catering for pupils from a wide range of church, cultural and family backgrounds and with differing personal attitudes and values, we require pupils and staff to engage in a respectful and sensitive way with controversial issues, such as same-sex relationships, gender identity, marriage and divorce, and abortion. We comply with the relevant provisions of the Equality Act 2010, ensuring that pupils, parents or staff with protected characteristics, including religion or belief, are not treated in a discriminatory way.

Teachers are expected to:

- make pupils aware (in age-appropriate ways) of the range of different perspectives, both secular and religious, on these topics
- to be aware that some individuals may have personal experience of family breakdown, same-sex attraction, and gender dysphoria
- use - and insist on pupils using, language that is measured and respectful, avoiding derogatory or censorious statements
- listen respectfully - and insist on pupils listening respectfully, to other people's perspectives and opinions.

³ We teach controversial and religiously sensitive issues in line with the DfE statutory guidance: “When teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled.” [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education draft guidance](#) paras 20 & 21

- as appropriate, present orthodox Christian values, principles and teachings in a spirit of humility and compassion
- if asked for a personal opinion, frame responses in a way that conveys love and respect for all pupils in the classroom.

12. Safeguarding and RSE

Safeguarding principles are woven throughout our approach to RSE, and throughout the school's RSE curriculum coverage. The school Safeguarding Policy includes a section referencing the overlap between safeguarding and RSE curriculum. Any concerns raised during an RSE session will be referred by staff to the Designated Safeguarding Lead.

13. Assessment, Monitoring and Evaluation

We assess, monitor and evaluate our RSE curriculum in the context of our overall PSME curriculum and against the aims and intended outcomes set out in Section 4. We would expect to see progress towards our final intended outcome at all stages of the pupils' school career.

Assessment, monitoring and evaluation strategy for period 2021/22 and 2022/23

(a) Assessment strategy

We have always provided regular feedback to parents and pupils about pupils' progress in many areas of Relationships Education.

As part of our overall curriculum development strategy for this period, schemes of work with RSE content will be updated and strengthened to include more specific formal and informal opportunities to assess pupil learning both individually and as a cohort.

This fits in well with new Relationships Sex and Health Education (RSHE) statutory guidance that "schools should have the same high expectations of the quality of pupils' work in RSE as for other curriculum areas and that teaching is assessed and assessments used to [capture pupil progress] through, for example, tests, written assignments or self-evaluations."⁴ Some assessments will be formative (AFL) to enable teachers to assess progress and adapt their planning to build on prior learning and correct misconceptions, including identifying where pupils need extra support or intervention. Other assessments will be summative to record learning and provide the RSE team and senior leaders with an evidence base to analyse for reporting on progress within cohorts and through the school.

⁴ *ISI Commentary on the Regulatory Requirements, Sept 2020 para 117.*

Further training will be given to teachers about how to plan tasks and activities that assess individual pupils' learning against the lesson or unit objectives. These could include written assignments, project work, tests, students' pre and post-unit self-evaluations, and reflective logbooks.

(b)Monitoring strategy

Monitoring is the ongoing process of checking the extent to which our RSE curriculum is being effectively implemented. The questions we want to answer are:

- *Does our RSE curriculum reflect national guidance, parent expectations, pupil needs, and our distinctive mission and ethos?*

This will be undertaken by the RSE team in conjunction with the Head Teacher whenever new national guidance is issued, when pupils or parents indicate that there is a need for additional content or for content to be introduced earlier, or when teachers or support staff indicate an emerging issue. In addition, members of the RSE team keep themselves updated about new teaching and learning material that enables us to present RSE content in a way that promotes our distinctive mission and ethos (such as the recent introduction of Brain Defence material).

- *Do staff delivering the RSE curriculum (which is most teaching and support staff either formally or informally through modelling positive ways of relating to others) understand the aims, outcomes, values and principles behind our provision?*

This will be monitored through:

- **targeted lesson observations** during each observation cycle focusing on RSE in each of the four key stages; these will be carried out by members of the SLT
 - staff responses to **training at INSET** and other staff training sessions
 - periodic full-length **departmental staff meetings** where the RSE policy and its implementation will be discussed.
- *Are all pupils being taught the programme as planned and is the quality of teaching consistent across key stages and year groups?*

This will be monitored through:

- **lesson** observations (see above)
- **work scrutinies**, including floor books and other written assessment material, such as lesson plenary reflection notes, feedback on what pupils learnt from a visiting speaker, workshop or special learning activity, and pupil questionnaires

- teacher **lesson evaluations** in schemes of work
- termly **pupil voice focus groups** where at least one question will relate to RSE content
- a **learning walk** at least once a year with the Head Teacher and the Governor with oversight of RSE focusing on lessons with RSE content
- oral and written **feedback from parents** at parent forums and other parent events.

(c) Evaluation strategy

Evaluation is the process that decides whether the teaching and learning of RSE content is effective and worthwhile. Evaluation is a means of improving our provision and raising standards of delivery. Evaluation helps us to identify issues for development and can inform the review process. It may result in changes to the RSE programme or policy.

Evaluation takes place at unit and individual lesson level and also at a whole school curriculum and policy level.

At unit or lesson level, the questions we want to answer are:

- Has this lesson, unit of work or outside speaker or organisation event enabled the pupils to learn what was intended?
- Did the lesson, unit of work, outside speaker or organisation event meet the needs of the pupils at this stage in their development?
- What do teachers and pupils think about what went well in the lesson, unit of work or event in terms of both content and delivery?
- Do we need to modify it in any way to improve it?

These evaluation questions can be answered by both structured and informal pupil and staff feedback in the form of:

- teacher evaluation of lessons and units in their schemes of work
- pupil feedback and evaluation at the end of the lesson or unit
- evidence from lesson observations, and particularly the feedback time with the individual teacher
- analysis of work scrutiny material
- feedback forms and informal discussion with pupils about outside speakers, workshops and other activities.

At whole school curriculum and policy evaluation level, the questions we want to ask are similar:

- Has the overall curriculum and its delivery match pupils' development stages and does each layer build on previous learning so that pupils progress in their learning as intended?
- Does the RSE curriculum meet the needs of the pupils at each stage in their development? Do we need to move content to different key stages or year groups?
- What do teachers, pupils and parents think about the content and delivery of our RSE curriculum?
- Do we need to modify or improve the curriculum and its delivery in any way?

These questions will be answered through a review of monitoring evidence at different meetings involving as required: the RSE lead, relevant members of the RSE team, relevant members of the SLT, Head Teacher, the Governor with oversight of RSE, all teaching and relevant support staff, parents and pupil representatives. These meetings will include:

- The **biennial major policy review meeting** (RSE Lead, Head Teacher and Assistant Head for Curriculum, Teaching and Learning) will discuss the assessment and monitoring findings and make recommendations for policy changes and enhancements. The review recommendations will be discussed with the Governor with oversight for RSE, who will present the reviewed and redrafted policy to the Board of Governors for discussion and approval.
- An **annual meeting of the SLT** focused on analysing monitoring evidence and generating a report evaluating the effectiveness and value of the RSE provision in the previous year, with recommendations for improvements and developments. In the interim year before the biennial policy review, the Head Teacher and RSE lead will meet with the Governor with oversight for RSE to discuss key points and any proposed changes. These will then be presented to the Board of Governors: If they involve substantial changes to the policy, governors approval will be sought; otherwise, minor changes will be noted by governors and an interim revision made to the policy document.
- At least once a year, there will be **departmental meetings** focused on reviewing the monitoring evidence and RSE policy intent and implementation at department level (LS, MS, US & ALPS). Notes from these meetings will inform the annual SLT evaluation of the RSE policy and curriculum.
- At least every two years, there will be a key **INSET session** devoted to reviewing the RSE policy and curriculum with all **the school's teaching and**

support staff. Other INSET days and staff training meetings will be used to provide further training and support from the RSE lead and Head Teacher to ensure that all aspects of relationship education and RSE as outlined in the policy are understood by all staff. These in-service training opportunities will enable us to benefit from a whole school approach that draws on the insights, feedback and experience of all staff as we evaluate and develop our RSE policy and curriculum.

- There are yearly opportunities at **parent forums for Years 4 to 9**, for parents to contribute to the evaluation process by providing feedback on the effectiveness of the curriculum.
- At least every four years, there will be a whole school focus at a **Parent-Friends Collaborative (PFC) meeting**, focusing on the RSE curriculum policy, enabling **parents** to reflect and give feedback on the effectiveness of the curriculum and suggest areas for improvement.
- Regular opportunities will be given to pupil representatives on the **Student Council** to reflect and give feedback on the effectiveness of the RSE curriculum and make suggestions for improvement. To ensure age-appropriate discussions, there will be three sub-groups centred on the three different schools - Lower, Middle and, Upper).

APPENDIX 1: Some resources and materials used in RSE and in discussion with parents

The Care and Keeping of You by Valerie Schaefer (American Girl Library)

NSPCC PANTS rule (nspcc.org.uk) about preventing abuse of young children

The Boy's Body Book: Everything You Need to know for Growing Up by Kelli Dunham

Teenagers by Ann Benton

How to Really Love Your Teenager and Love Languages by Ross Campbell

Preparing Your Son for Everyman's Battle by Stoekr and Arterburn

Good Pictures Bad Pictures by Kristen A. Jenson

Top Tips: Talking to your child about puberty, relationships and sex by Esteem (Acet UK)

A Guide to Growing Up - Honest Conversations about Puberty, Sex and God by Sarah Smith.

Year 6 and 7: Growing Up Growing Wise, Too Special to Spoil, Marriage, Sex and Living Wisely.
Yr 9: Sex and Emotional Health, Choosing the Best, Staying Pure Online, Pornography: Risks and Consequences Online by Lovewise.Org:

Sexually Transmitted Infections, Care Confidential (leaflet)

Sex God, Rob Bell (Flame DVD)

Championing healthy relationships and sexual wellbeing, Acet UK (Esteem)

Transgender by Robert Vaughn (Years 9 -11)

The Plausibility Problem by Ed Shaw (Years 9 -11)

10 Questions Every Teen Should Ask (And Answer) about Christianity by Rebecca McLaughlin (Years 8 - 11)

livingout.Org (Years 9 - 11)

defendyoungminds.org including *Good Pictures, Bad Pictures* (Year 7 PSME) and the *Brain Defense: digital safety* teaching material (Years 7 - 9)

nakedtruth project.com (Year 10 & 11)

lovewise.org.uk

APPENDIX 2: Pastoral Approach to Pupil Dating Relationships at CFS

At CFS, Relationships and Sex Education (RSE) is taught through a variety of contexts with more specific input from Years 6 to 11. Our RSE policy sets out the main curriculum content which is set in a biblical context and draws on the school's ethos, values and foundational principles.

In terms of conducting personal friendships and relationships, as a school we take the view that dating and exclusive relationships are to be discouraged. We believe that young people should be afforded the opportunity of growing up through their adolescence with space to develop a secure knowledge of their own identity and sexuality and enjoy their friendships, before embarking on romantic relationships. This period of time gives them the safe space that they need without feeling under pressure to form and act upon attachments and strengthens a culture of mutual friendship and respect within a small school.

Young people will be supported both at school and at home (see Parent-Educational Team Agreement) to welcome and value a culture where friendship is prized highly, and modesty and sexual self-control are appreciated and considered to be an achievable aspect of God's pattern for relationships. With this objective, there are a number of opportunities planned in the curriculum to help children and young people explore these ideas including, handling pressure, resolving conflict and restoring broken relationships and thus preparing for adulthood within a safe and supportive environment. We also advocate that any exclusive relationships formed by pupils with someone outside of the school context should not be allowed to invade the safe space community at school, causing others to come under pressure. Furthermore flirting, sexualised banter or teasing will not be considered acceptable behaviour at school, in friendships or on digital platforms.

The concept of consent will be given specific attention in the curriculum. We define consent as: agreement freely given without exploitation, threat or fear. Consent might apply within friendships (e.g. deciding to watch a film together) as well as being a necessary part of handling relationships in a sexualised culture. It is an important factor in personal safety and is a tool for making healthy and wise choices throughout life.

Last update March 2022
Part of RSE Policy