



Carshalton Boys Sports College

Relationships and Sex Education

Policy Number: S18

Committee: Curriculum

Review Date: April 2022

'Safeguarding the rights of others is the most noble and beautiful end of a human being.' Khalil Gibran

WE BELIEVE
KNOWLEDGE IS POWER
BLACK LIVES MATTER
LOVE IS LOVE
FEMINISM IS FOR EVERYONE
NO HUMAN BEING IS ILLEGAL
BE GENTLE WITH THE EARTH
BE THE BEST VERSION OF YOURSELF
BE REALLY KIND



Vision Statement

Carshalton Boys is a school community based upon positive relationships and a culture of kindness and mutual respect. Staff recognise their role in promoting our WE BELIEVE principles and are united in an optimism and a belief in our young people. Looking after our students, on the journey from childhood to young adulthood, is a privilege and a responsibility that we take seriously.

What unites (our whole school community) the Carshalton Boys family? is a drive to look after our most vulnerable members. (We do this proactively by ensuring staff are accessible to students and parents and that students have the opportunity to anonymously report unkindness, abuse or any welfare concerns.)

WE BELIEVE knowledge is power, black lives matter, love is love, feminism is for everyone and that no human being is illegal. WE BELIEVE in being gentle with The Earth and that we all have a part to play in protecting our planet. At Carshalton Boys we are proud to have an ethos rooted in our WE BELIEVE principles which promote inclusivity, kindness and aspiration. We encourage all our students to be the best version of themselves. We want students to feel proud of their achievements at school and their contribution to our whole school community. We believe in being really kind to each other so that every member of our school community feels safe and confident and is able to work and learn in a calm and inclusive environment.

All staff and volunteers in school are well placed to notice when there is concern for child. They should be alert to the signs of abuse and must refer any concerns to the designated teacher responsible for child protection immediately.

Any parent or carer who has concerns about the welfare of a child at Carshalton Boys Sports College (CBSC) can speak with the Designated Safeguarding lead (DSL) for Child Protection, Deputy Principal Paul Avery.

If a child is in immediate danger, call the Police on 999.

Parent safeguarding concern referral:

Student safeguarding concern referral:

Relationship & Sex Education

What is Relationships and Sex Education?

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously. ¹

Relationships & Sex Education is a key part of helping young people to stay safe, make healthy and positive choices and to be well prepared for life in modern Britain. This policy outlines how the curriculum is sequenced and how it is monitored, and quality checked.

In line with our WE BELIEVE principles, RSE at CBSC is based around the key principles of safe and healthy relationships based on kindness, love and respect. The PSHE Programmes for all year groups will introduce a variety of families and relationships, including LGBTQ+ relationships.

We recognise that the role of parents and carers in the development of their children's understanding about relationships is vital. They are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We also recognise that young people are growing up in an increasingly complex world and are learning to live their lives both on and offline. This presents many positive and exciting opportunities, but also challenges and risks.

Subject content

Students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore and celebrate the features of stable and healthy same sex relationships integrated appropriately into the RSE programme.

Students will be informed about a full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly.

Students will be taught about the physical and emotional damage caused by female genital mutilation (FGM). As well as addressing this in the context of the law, pupils will also be taught to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk. Internet safety will also be addressed across all Key Stages.

Students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Through RSE we recognise the the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up. We aim to teach our students not to tolerate or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. RSE is used as a vehicle to challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. We aim to teach our students that all of the above can be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language. ²

Families

Students will be taught:	When is this taught?
that there are different types of committed, stable relationships.	Y8
how these relationships might contribute to human happiness and their importance for bringing up children.	Y8
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.	Y9
why marriage is an important relationship choice for many couples and why it must be freely entered into.	Y9
the characteristics and legal status of other types of long-term relationships.	Y9
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	Y10
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’	Y10

² Students have the opportunity to anonymously report peer to peer abuse, sexual harassment and sexual abuse ‘Report it Sort It’.

relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	
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Respectful relationships, including friendships:

Students will be taught:	When is this taught?
what constitutes sexual harassment and sexual violence and why these are always unacceptable.	ALL
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).	ALL
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.	ALL
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	ALL
the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.	Y7
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.	Y11
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Y11 and 6th form

Online and media

Students will be taught:	When is this taught?
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.	Y7
not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Y7
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including	Y8

online.	
what to do and where to get support to report material or manage issues online.	Y8
the impact of viewing harmful content.	Y9
that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Y10
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Y11 & 6th form
how information and data is generated, collected, shared and used online.	Y11 & 6th form

Being safe

Students will be taught:	When is this taught?
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.	Y10, Y11 & 6th form
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).	Y10, Y11 & 6th form

Intimate and sexual relationships, including sexual health

Students will be taught:	When is this taught?
the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Y7 & Y8
the facts around pregnancy including miscarriage	Y7 & Y8
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).	Y7 & Y8

about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Y8
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.	Y9
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.	Y10
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.	Y10
how the use of alcohol and drugs can lead to risky sexual behaviour.	Y10
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Y10
that they have a choice to delay sex or to enjoy intimacy without sex.	Y11
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.	Y11 & 6th form

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students will be made aware of the relevant legal provisions when relevant topics are being taught, including:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

Delivery

Students in all year groups will be taught RSE, predominantly as part of PSHE and Science lessons. RSE is also delivered through whole school assemblies, Tuesday Newsday and Wellbeing Wednesday. Our WE BELIEVE principles are embedded across the RSE programme. Students may also be taught about aspects of RSE by other qualified personnel including the school nurse and visitors from other outside agencies. Sex education will be taught in context, suitable to the age and development of the students according to the schemes of work that have been planned to ensure progression across Key Stages. In the 6th form, for some aspects of the programme, students may be taught in single sex groups. The PSHE lead has principal responsibility for the planning and coordination of the programme content.

Right to Withdraw

Parents are able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum up to and until three terms before the age of 16. After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

Review and Evaluation

The delivery of the RSE programme will be reviewed on an annual basis by the Governors' Curriculum Committee based on the observations by the PSHE Lead. This policy will be monitored by the Senior Leadership Team and the Governing Body throughout the year and reviewed on an annual basis.

Review date: April 2022