



RELATIONSHIPS AND SEX EDUCATION POLICY

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Key Staff	Principal, Assistant PC&PD, House Directors, Head of Welfare.
Lead Staff for Review	Assistant Principal PC&PD, House Directors. Heads and Deputy Heads of Welfare

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AIM

The aim of the Relationships and Sex Education (RSE) policy is to be clear about how the College meets its legislative and regulatory responsibilities with respect to RSE by clearly stating the way in which it is delivered, in particular how its delivery has been tailored to the College's specific context.

The policy aims to:

- ensure that students understand positive relationships and how to recognise where these exist, as well as relationships where this is not the case.
- to cover the topics in a way that allows students opportunity to discuss areas of navigating the social world in a safe context.
- to ensure that students are aware of the nature of consent in relationships and feel empowered to act in ways that they recognise as exploitative.
- to ensure that students are aware of prevent measure and the dangers of face to face as well as online coercion.

Context

The College rarely operates with less than 50 nationalities within its student constituency. This involves a significant amount of culture diversity and belief systems, in terms of acceptable behaviour, as well as variations in the topics considered to be appropriate for discussion. Laws regarding aspects of relationship and sexuality are also varied between nationalities. This adds a layer of complexity to the teaching of RSE. It is important at the outset to clarify law in the context as a base from which to work. It is of significance that in many instances discussion regarding sexuality and identity will be of a nature that many of our students have not encountered before.

Parental consent for student involvement in RSHE activities is sought with an explanation of the delivery within the RSE collapsed day.

The delivery of the RSE content (see Appendix one) gives careful consideration to the cultural backgrounds and different belief systems of the student body. Through open dialogue the college attempts to build an atmosphere of inclusive discussion and tolerance. Students are encouraged to recognise that it is not necessary to always share beliefs but is necessary to show respect to others and their beliefs, as well as to abide by law. From student induction the student body are encouraged to recognise that the college offers a clear support system for any concerns that students may have.

The curriculum includes introducing students to the law. Introducing students to aspects of healthy relationships and the relationship that this has to wellbeing and self-esteem. The delivery also aims to ensure that a culture of discussion as well as allowing issues to be raised anonymously exists. The college aims to cultivate an atmosphere where students develop good decision-making skills, resilience and confidence through understanding and questioning.

PARENTAL CONSENT.

At the outset of the academic year parents are sent a letter outlining the RSE scheme of work and giving opportunity for them to opt out of this delivery for their children should they feel this to be appropriate (see Appendix 2).

A more detailed explanation of the RSE collapsed day content is sent to parents prior to delivery. This will include a timetable for the day. Parents are given the opportunity to request their child not to be present at a part or all the delivery.

TEACHING METHODS.

The expectation is that all teaching staff will be involved in the delivery of RSE. Content will typically be introduced by the RSHE team. This team consists of the Welfare Team, the Head of Welfare (DSL), the Deputy DSLs, the College Counsellor, House Directors and Assistant Principal Pastoral and Personal Development. At times the programme delivery involves the use of outside speakers as well as relevant department teachers, for example sexual health is delivered by the science team. The Personal Tutor team and subject teachers do not deliver the scheme. Personal Tutors are asked to undertake formative and summative work with their groups, for example prior to a collapsed day or assembly. On occasion where they have particular knowledge a Personal Tutor or subject teacher may deliver an assembly on a topic area for example, international men's day, Diwali, Hannukah and other celebrations staff may have particular knowledge of,

The delivery of material is divided into KS4 and sixth form delivery. KS4 students are in a discreet House. Some topic delivery is also broken into gender in each of the key stages, for example consent and the law as well as peer on peer abuse.

The House Directors are actively engaged in professional development around the personal development areas to enhance their delivery of the topics as well as to enhance their skill and subject knowledge. The House Directors from their own training deliver training to their teams.

INDUCTION

During induction students are introduced to the RSHE curriculum. This takes place during House talks and activities. These talks are delivered in age group. The material used is placed onto the House CANVAS pages and includes opportunities for students to check their understanding and reflect on the meaning of the areas discussed.

Induction also includes a presentation, given by the Welfare Team, introducing the “everyone’s invited” campaign, its cause, and the responses being enacted to address the issues raised. Students are introduced to the College’s *open conversation environment* where difficult subject matter can be openly discussed confident that everyone’s contribution is respected so that the issues can be properly explored. Alongside this, students are introduced to the Colleges welfare policy and procedures.

Induction also involves a talk given by United World Schools. This is the school’s chosen charity. Students new to school can see the results of previous funding in a case study of the children attending the school in Cambodia that CATS Cambridge fund raising supports. Students are encouraged to reflect on the idea of social responsibility and the role that we can play as individuals as well as, as a community.

COLLAPSED DAYS

The PSHE scheme of work includes a RSE collapsed day; a whole day focused on many of the key themes of set out in RSE requirements as laid out by government guidelines, (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>).

Collapsed days are focused on one aspect of the scheme of work. Preparatory exercises are undertaken prior to the day and summative work takes place after the main delivery on this day. Where appropriate the students are divided into gender groups. Aspects of RSE are also covered in other collapsed days which have a different focus, for example, the Digital Literacy collapsed day covers online safety including PREVENT, cyber-bullying, online addictive behaviour. Student outcomes involve collaboration and discussion of the main aspects of the topic area.

ASSEMBLIES

Assemblies are used to introduce key areas where appropriate, for example, introductions to online safety, anti-bullying. On occasion these assemblies are used as the medium through which we respond to incidents as part of the wider set of mitigating measures identified through post incident risk assessment. Assemblies are run by a variety of staff members from the Principal to classroom teachers, students also run assemblies to showcase their work summative work at the end of a topic, for example Black History month.

ASSESSMENT

The assessment of RSE aims to show engagement and understanding from all the students.

Each topic will involve assessment. These assessments range from discussion groups to poster making, to answering quiz questions as well as more formal essay writing. Feedback is given by the Personal Tutor and House Director in order to allow students to target set in terms of their personal development.

STUDENT COUNCIL.

The Student Council includes committees, dedicated to diversity, including tolerance and respect as well as a fund-raising committee. The fund-raising committee concentrates on arranging events for United World Schools our chosen charity. Students are introduced to the charity during induction and spend some time at this point suggesting ways in which the college could raise money. Each committee, (diversity, sustainability, fund-raising, food and culture, media, health and well-being), has a connected adult but emphasis is putting on the students developing their own ideas.

The student council also has a key role in providing all students with a voice. Each Personal Tutor group has a representative who meets with the group to allow them to share views and ideas. These are then fed back to the Principal and Senior leadership team via a regular meeting with the student House Captains.

OUTCOMES

Through the delivery of the RSE scheme of work it is the aim of the college to promote physical, emotional, and mental health wellbeing in students, including the creation and maintenance of healthy relationships. The scheme is designed to be delivered over two years to ensure that the coverage reaches most of the student

population during their period of study. The college aims to encourage and facilitate, integrity, kindness, and resilience. The school motto of “turn up, try hard, be kind and smile”, offers many opportunities to reinforce resilience, self-worth, and self-respect in our young learners.

Appendix one: RSHE Topic areas.

Topic	Programme of Study	Government Criteria	See scheme of work.
Healthy lifestyles	L6 + U6 -	H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination, and cervical screening.	
Healthy lifestyles	L6 + U6 -	H9. to consistently access reliable sources of information and evaluate media messages about health	
Healthy lifestyles	L6 + U6	- H10. how to register with and access health services in new locations	
Healthy lifestyles	L6 + U6 -	H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'.	
Healthy lifestyles	L6 + U6 -	H12. how to maintain a healthy diet, especially on a budget.	
Healthy lifestyles	L6 + U6 -	H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online.	
Managing risk and personal safety	KS4	H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	
Managing risk and personal safety	KS4	H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g., drugs and alcohol, violent crime, and gangs)	
Managing risk and personal safety	KS4	H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.	
Managing risk and personal safety	KS4	H25. to understand and build resilience to thinking errors associated with gambling (e.g., 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others	

Topic	Programme of Study	Government Criteria	See scheme of work.
Managing risk and personal safety	L6 + U6	H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it	
Managing risk and personal safety	L6 + U6	H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely	
Managing risk and personal safety	L6 + U6	H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa, and insurance requirements.	
Managing risk and personal safety	L6 + U6	H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs, or violent crime.	
Sexual health.	KS4	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative).	
Sexual health.	KS4	H27. about specific STIs, their treatment and how to reduce the risk of transmission.	
Sexual health.	KS4	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services).	
Sexual health.	KS4	H29. to overcome barriers, (including embarrassment, myths, and misconceptions) about sexual health and the use of sexual health services.	
Sexual health.	KS4	H30. about healthy pregnancy and how lifestyle choices affect a developing foetus.	
Sexual health.	KS4	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors.	
Sexual health.	KS4	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy.	

Topic	Programme of Study	Government Criteria	See scheme of work.
Sexual health.	KS4	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice.	
Sexual health.	L6 + U6	H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships.	
Sexual health.	L6 + U6	H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI).	
Sexual health.	L6 + U6	H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis, and treatment.	
Consent.	KS4	R18. about the concept of consent in maturing relationships.	
Consent.	KS4	R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online.	
Consent.	KS4	R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour.	
Consent.	KS4	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple.	
Consent.	KS4	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional, and social consequences.	
Consent.	L6 + U6	R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online).	
Consent.	L6 + U6	R12. to understand the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent.	

Topic	Programme of Study	Government Criteria	See scheme of work.
Consent.	L6 + U6	R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities.	
Contraception and parenthood.	KS4	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.	
Contraception and parenthood.	KS4	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support.	
Contraception and parenthood.	KS4	R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families.	
Contraception and parenthood.	KS4	R26. the reasons why people choose to adopt/foster children.	
Contraception and parenthood.	KS4	R27. about the current legal position on abortion and the range of beliefs and opinions about it.	
Contraception and parenthood.	L6 + U6	R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age.	
Contraception and parenthood.	L6 + U6	R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner.	
Contraception and parenthood.	L6 + U6	R16. how to effectively use different contraceptives, including how and where to access them.	
Contraception and parenthood. L6 + U6	R17. to evaluate the most appropriate methods of contraceptio	RSE collapsed day.	

Topic	Programme of Study	Government Criteria	See scheme of work.
	n in different circumstances (including emergency contraception).		
Contraception and parenthood.	L6 + U6	R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly.	
Relationship values.	KS4	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect, and equality.	
Relationship values.	KS4	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.	
Relationship values.	KS4	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010	
Relationship values.	KS4	R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.	
Relationship values.	KS4	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed.	
Relationship values.	KS4	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations, and behaviours.	
Relationship values.	KS4	R9. to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals, and behaviours.	

Topic	Programme of Study	Government Criteria	See scheme of work.
Relationship values.	KS4	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values.	
Relationship values.	L6 + U6	R1. how to articulate their relationship values and to apply them in different types of relationships.	
Relationship values.	L6 + U6	R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities regarding inclusion.	
Relationship values.	L6 + U6	R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationship.	

Appendix two – Parental letter.

Dear Parents and Guardians,

Relationship Sex Education (RSE) Curriculum Delivery.

I write to you at this time to advise you of our delivery of RSE (Relationships and Sex Education). We deliver our programme of RSE according to UK Government guidance, which states that such education is statutory through the compulsory education years. Our programme is delivered at a level that is considered appropriate to each programme of study and age group.

The delivery is undertaken through a variety of methods including workshops, discussion groups and well planned PSHEE lessons (Personal, Social, Health and Economic Education).

Examples of topics covered in line with the UK Government requirement include, respectful relationships, understanding the law, sexual health and staying safe online. We are also very sensitive with regards to the cultural difference of our students and as such are mindful of the depth and detail when covering such sensitive topics.

Should you wish to contact us regarding any of the above, please do not hesitate to do so. If you wish to see the content overview, it will be available prior to the start of the next academic year.

We recognise that this area contains topics which you may wish to know more about in terms of our delivery of these. We also understand that there may be some issues you would wish to see the detail of in terms of delivery.

We are happy to discuss these issues.

Kind regards,



Rebecca Baker-Milne
Assistant Principal, Pastoral and Personal Development.

