



## Relationships and Sex Education (RSE) Policy

**Reviewer:** Mary Plint

**Approver:** Kit Perona-Wright

**Reviewed:** August 2023

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'Cheltenham College' refers to Cheltenham College Senior School **and** Cheltenham College Preparatory School (including Cheltenham College Pre-Prep and Nursery School)

'College' refers to Cheltenham College Senior School

'Cheltenham Prep' refers to Cheltenham College Preparatory School

'Nursery and Pre-Prep' refers to Cheltenham College Nursery School and Pre-Prep

### 1. Introduction

Cheltenham College is committed to providing high quality relationships and sex education to children and young people in order to prepare them for the challenges, opportunities and responsibilities of growing up and becoming adults. Relationships and sex education promotes pupils' wellbeing; it develops skills and understanding within the context of respectful attitudes and values so that pupils can enjoy positive relationships based on equality. Pupils learn about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. Relationships and sex education is provided in a way that is appropriate to pupils' stage of development and maturity. It is embedded within the Thrive and Floreat programmes, Cheltenham Prep and College's respective wellbeing and PSHE programmes.

This policy is based largely on the ***Supplementary Advice to the Sex and Relationship Education Guidance DfEE (0116/2000): SRE for the 21<sup>st</sup> Century***, produced jointly by the PSHE Association, the Sex Education Forum and Brook. Cheltenham College has due regard for the Secretary of State's ***Sex and Relationships Education Guidance (DfEE 2000)***, is informed by the Department for Health's ***Sexual Health Improvement Framework (2013)*** and the Department for Education's paper ***The Importance of Teaching (2010)***, which highlights the importance of pupils receiving high quality education that helps them make informed and wise choices. Offering relationships and sex education supports Cheltenham College in maintaining its statutory obligation under the Children Act (2004) to promote, safeguard and protect pupils' wellbeing and, under the Education Act (1996), to prepare young people for adulthood. Cheltenham Prep and College's relationships and sex education encourages respect for other people and has particular regard to the protected characteristics set out in the Equality Act of 2010:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Providing relationships and sex education is a protective factor; evidence from the National Children's Bureau shows that providing high quality relationships and sex education delays sexual activity for young people and increases the likelihood of using contraception. Provision of this education also protects children and young people from inappropriate online content, cyberbullying and exploitation.

Cheltenham College's arrangements for relationships and sex education have regard to the guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by

maintained schools: it ensures that every registered pupil in primary education at the school is provided with relationships education and that every registered pupil who is in secondary education at the school (from Year 7) is provided with relationships and sex education unless excused, as detailed in the next paragraph. Relationships education focuses on the key building blocks of healthy, respectful relationships, family and friendships, in all contexts including online. This sits alongside the essential understanding of how to be healthy. Relationships education is viewed as so essential that parents do not have the right to withdraw their children. At secondary level, teaching builds on the knowledge acquired at primary and further develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships, sex and protection from sexually transmitted infections and pregnancy. Teaching about mental wellbeing is central at all levels.

Parents of children below the age of 16 have the right to request that they be withdrawn from sex education lessons that form part of the Thrive and Floreat RSE lessons; pupils would continue to attend Biology lessons and the relationships element of RSE lessons (which cover topics such as family, friendship and safety, including online safety). Such requests for withdrawal from sex education would usually be granted until up to three terms before the child's 16<sup>th</sup> birthday, the legal age of consent. At this point, if the child wished to attend sex education lessons, Cheltenham College would arrange for this to happen. Before granting a request to excused from sex education, the Head would discuss the request with parent and, as appropriate, their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Any such request would be documented and kept on record. Any parent of a Prep pupil wishing to request withdrawal of their child from sex education lessons that form part of Thrive! should contact The Deputy Head Pastoral. Any parent of a College pupil wishing to request withdrawal of their child from sex education that forms part of Floreat should contact the Deputy Head Learning and Wellbeing. A pupil who has been excused would remain so until the request is withdrawn or to the extent or until the Head considers the pupil should not be excused.

Cheltenham College is committed to providing relationships and sex education that:

- is balanced, broadly based and reflects the values of the school
- reflects the needs of its pupils, including their maturity
- recognises the role of both school and home in providing this education
- takes into account the views of various religious and secular groups on different issues
- promotes equality and is inclusive and respectful of difference: race, ethnicity, culture, gender identity, sexual orientation, gender reassignment, pregnancy and maternity, disability, religion or belief or other life experience
- includes the acquisition of knowledge and the development of life skills
- has a strong emphasis on:
  - healthy relationships
  - consent
  - rights
  - responsibilities to others
  - communication skills
  - exploitation and abuse
  - pornography
  - sharing of nudes and semi-nudes (sexting)
  - sexual harassment and sexual violence
  - accessing services
- is factually correct and treats sex as a normal fact of life

- is taught by trained staff
- teaches pupils about the law
- promotes equality in relationships
- helps pupils enjoy relationships and builds confidence in accessing services
- helps pupils stay safe from harm, on and off line by addressing sexual exploitation, abuse, domestic violence and bullying

The appendices below provide an overview of the Thrive and Floreat programmes in which RSE is embedded.

At The Prep Thrive! is delivered by designated staff. At College Floreat is delivered primarily through tutors. Information about curriculum content is shared with parents. Ongoing monitoring of the effectiveness of content takes place through pupil surveys and feedback from staff delivering the content. The policy has been produced in consultation with parents and carers. It is reviewed annually and approved by senior leaders responsible for oversight of the Thrive! and Floreat programmes. Parents will be consulted when the policy is subsequently amended.

## **2. Principles**

### **2.1 Relationships and sex education is integral to the school's ethos, is integrated into the curriculum and is linked to other subjects**

Cheltenham College's commitment to promoting personal development and wellbeing is contained within its statement of aims and values, which underpin the ethos of the school. RSE is linked to other policies, including the E-Safety policy. It forms part of the wider Thrive! and Floreat programmes. Many of the biological aspects of sex education are covered in the Biology curriculum. Learning the correct biological names for genitalia helps girls at risk of female genital mutilation; nationally, the most risky time for which is the summer holiday between leaving primary school (Year 6) and starting secondary school (Year 7). However, RSE is concerned with developing responsible and caring attitudes and values alongside the teaching biological facts.

### **2.2 Relationships and sex education must be appropriate for age and maturity**

Children are naturally curious about growing up, about how their bodies work and about reproduction. Their questions need to be answered openly, using language and explanations appropriate for their age and maturity. Such age-appropriate education demystifies and provides balance to distortions sometimes presented in the media. Developing the necessary language and understanding can help pupils to recognise abusive behaviour and seek help.

### **2.3 It is important to teach about:**

#### **2.3.1 Healthy relationships, consent, exploitation and abuse**

Teaching children and young people about consent is central to learning about healthy, safe and equal relationships. Younger pupils should learn that their body belongs to them and they can say who has access to it. This helps them understand that everyone has the right to offer or withhold consent for any activity, sexual or otherwise. Older pupils are taught about the law and sexual consent so that they recognise that the onus is on gaining rather than giving consent and also recognise non-consensual sexual situations, including rape. RSE promotes equality in relationships and mutual consent through positive and active communication (not just how to say 'no'). Sexual harassment and child-on-child harm are included in College's RSE curriculum. Understanding positive and supportive behaviour in relationships helps pupils to identify controlling behaviour and stereotyped and gendered expectations.

### **2.3.2. Equality in relationships**

RSE lays the foundation for developing empathy and introducing positive, diverse perspectives on gender roles, hopes and aspirations. It gives pupils the opportunity to challenge gender stereotypes and expectations. Respect through listening and sharing is an essential part of RSE and pupils can learn how to challenge one another's ideas in respectful and non-confrontational ways, recognising the difference between aggressive and assertive responses. Some pupils will have witnessed domestic violence and may see it as acceptable. Although both males and females can be victims, evidence shows that females are disproportionately likely to experience pressure, coercion or violence. RSE provides a clear message that violence and exploitation is always wrong and that everyone is responsible for their behaviour and for creating safe school communities.

### **2.3.3 Body image**

Younger pupils can be made aware that advertising and the media routinely edit and photoshop images to emphasise and project only perfect bodies. RSE lessons provide opportunities to discuss body image and the pressure young people may feel as a result of the routine practice of enhancing images. For older pupils, discussions about body image may include information about nutrition, eating as a social activity, the potential influence of media on eating patterns and also include the influence of pornography in exaggerating sexual prowess and frequent depiction of oppressive behaviour towards women.

#### **2.3.3.1 Pornography**

If RSE is not provided, one of the ways in which children and young people are most likely to learn about sex is through accessing pornography. As they may not be aware that pornography does not reflect real life, they may be worried, confused or frightened by it. Some young people may also become concerned that their use of pornography is becoming addictive. Teachers and tutors can advise pupils to talk about this with a trusted non-judgemental adult.

Pupils must also be aware that some pornography, child abuse images, for example, is illegal for any age.

Pornographic images are never shown in lessons.

#### **2.3.4 Sharing of nudes and semi-nudes (sexting)**

Pupils should be encouraged to think about what they would want others to know and see about them, on and offline. Safety, privacy, peer influence and personal responsibility are core issues to teach in relation to sexting, also called 'selfies' or 'nudes'. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour and how to seek help.

Pupils must be taught that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18, even if it is a picture of themselves.

### **2.4 Relationships and sex education must be inclusive**

In order to encourage all pupils to participate in discussions, lesson content and language must reflect diversity and help every child feel valued and included. The experiences of LGBTQ+ individuals should be included in case studies. Pupils explore topics from different gender perspectives. Activities should be varied and include practical tasks, discussions, group activities, quizzes and competitions.

### **2.5 Relationships and sex education must be accessible to all pupils**

The content of lessons is planned carefully to ensure that it is accessible to all learners, including pupils with special educational needs and/or disabilities (SEND), who may be more vulnerable to exploitation, bullying and other issues on account of their SEND.

## 2.6 Outside speakers

Visitors who give talks should enhance rather than replace tutor-led sessions and teachers should always be present when classes have external speakers. Visitors must work within Cheltenham College's values framework; it is vital to establish that visitors' values are in line with the school's ethos. Accessible information about local support services should be made available to pupils.

## 2.7 Safeguarding and confidentiality

It is important to establish ground rules and a working agreement about RSE lessons. Pupils must be reminded that lessons are not a place to discuss their personal experiences and issues, instead they should be reminded of the many ways in which they can access confidential support outside of lessons, including via the Health Centre. If a pupil tells a teacher or tutor something personal on a one-to-one basis outside of a lesson that is of concern in relation to child protection or safeguarding, the member of staff must follow Cheltenham College's Child Protection and Safeguarding Policy. They cannot promise confidentiality, but the child or young person should be told how the information they have disclosed will be treated by the school. They should be encouraged to involve their parents if appropriate.

## 3. Resources

### 3.1 Consent, abuse and accessing support:

- PSHE Association: [www.pshe-association.org.uk/consent](http://www.pshe-association.org.uk/consent)
- Home Office resource **This is Abuse** <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) resources at [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) For 11-13s: [www.thinkuknow.co.uk/11\\_13](http://www.thinkuknow.co.uk/11_13) For 14+: [www.thinkuknow.co.uk/14\\_plus](http://www.thinkuknow.co.uk/14_plus)
- Brook's Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)
- Childnet guidance for schools: Online sexual harassment: <https://www.childnet.com/resources/step-up-speak-up/guidance-and-training-for-schools-and-professionals/guidance-for-schools-1>

### 3.2 Pornography:

- For primary schools: **Growing up Safe** from Big Talk Education <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- For secondary schools: **Planet Porn** from BISH: <http://bishtraining.com/index.php/planet-porn/>

### 3.3 Sharing of nudes or semi-nudes (sexting):

- For primary schools: Big Talk resources about explicit images: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- NSPCC resource to support children with getting help about sexting <http://www.childline.org.uk/explore/online-safety/pages/sexting.aspx>

## Appendix 1 – Thrive! Programme (incorporating PSHE & RSE) 2023-2024

	Pre-Prep	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>Autumn 1</b>	Golden Rules Manners Honesty Anti-bullying Remembrance	Making informed choices Finding friends You can't have everything Hobbies Anti bullying	Rules & laws Expressing opinions Peer pressure Actions & consequences Choosing a career	Managing challenges & change Mental health Keeping Well Conflicting emotions	Digital wellbeing On-line safety British Values Wellbeing	Mental hygiene Emotions Understanding stigma Inclusion & gangs FBV Peer pressure Protected characteristics	Healthy relationships Diversity in relationships Legal/illegal in relationships Sexting
<b>Autumn 2</b>	Keeping Safe Fire Alarms Road Safety ICT safety	Religious worship Relationships Belonging to a community United Kingdom British Values	Diverse relationships Anti-bullying Good friendships Crime & punishment Pupil voice	Anti-bullying Self-worth Wellbeing Doing what is right Questioning choices	Anti-bullying Character Evaluate own actions Confidence Growth mindset	On-line safety Cyberbullying On-line & the law Acne Nutrition Sleep	Drug types County Lines Protected characteristics Body image On-line pornography
<b>Spring 1</b>	Being with others Playtimes We are all special Working together	Stress/anxiety Taking risks Healthy diet Safe in the sun	Democracy Dictatorship Elections & voting	Body confidence Self-esteem Happiness Communicating with others	Acts of kindness Setting goals Empathy How to get help	Teenage brain & emotions Mood regulation Anger management RSE sessions	Positive thinking Beliefs and values Optimism Resilience Managing pressures
<b>Spring 2</b>	Feelings & Emotions Friends Anger	Staying safe If you're lost Stranger danger Pupil voice	Diverse religion Role of charities Emotions British Society	Role models Positive thinking Healthy choices Diet	Physical health Relationship 'rights' Love has no boundaries Different relationships	Self-esteem Compassion Relationship myths What to watch & responding to pressure	Physical reactions & emotions Smoking/vaping Food & Mood
<b>Summer 1</b>	Being Healthy Hygiene Exercise What we eat	Disabilities Name calling Racial discrimination Helping others	Easing stress Childline Risky behaviours Outdoor safety	Relationships Friendships Resilience Diversity & minorities	Gender Diversity Resilience Problem solving	Banter & use of negative language Real vs unreal online Unhealthy relationships online	RSE sessions Nutrition Alcohol Daily routines
<b>Summer 2</b>	The Environment Turn over a new leaf How can we make a difference	Feelings & relationships Friendships Different relationships Who am I?	Stranger danger Being lost School environment Moving on	Pressure Mindfulness Problem Solving	Basic first aid Dental health Relaxation & mindfulness	Sexting Fact & opinion Propaganda Motives & agendas (Prevent) RSE sessions	POST-CE programme

## Appendix 2 – Floreat Programme 2023-2024

\* Denotes a topic that forms part of the Relationships and Sex Education (RSE) curriculum

\*\* Denotes RSE topic delivered via a carousel

The KS5 programme (L6th and U6th) also includes detailed advice on higher education and careers, which are detailed separately.

AUTUMN TERM				
3 <sup>rd</sup> Form	4 <sup>th</sup> Form	5 <sup>th</sup> Form	L6 <sup>th</sup> Form	U6 <sup>th</sup> Form
<ul style="list-style-type: none"> <li>• What is flourishing?</li> <li>• Settling into College/Supporting Mental Fitness</li> <li>• Health, sleep and exercise</li> <li>• Bullying / being assertive*</li> <li>• Sharing of nudes and semi-nudes (sexting) – talk *</li> <li>• Follow-up to sharing of nudes talk *</li> <li>• What is mental health and fitness?</li> <li>• Healthy eating</li> <li>• Vaping Talk</li> <li>• Alcohol</li> <li>• Neurodiversity</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing and values</li> <li>• Mental Fitness</li> <li>• Healthy and unhealthy relationships*</li> <li>• Grooming and child sexual exploitation – drama*</li> <li>• Coercive control * **</li> <li>• Abuse* **</li> <li>• Cancer awareness **</li> <li>• Body Image **</li> <li>• Long term relationships* **</li> <li>• Conflict management* **</li> </ul>	<ul style="list-style-type: none"> <li>• Families *. **</li> <li>• Sexual Pressure *. **</li> <li>• Anxiety and Depression</li> <li>• Making good choices (fertility, drugs &amp; alcohol) *. **</li> <li>• Pregnancy choices *. **</li> <li>• Sexual harassment and violence * **</li> <li>• Domestic abuse, honour-based violence and female genital mutilation * **</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome to 6<sup>th</sup> Form, expectations, responsibilities, opportunities. U6 share what they've learned about 6<sup>th</sup> Form</li> <li>• Forming and maintaining healthy relationships *</li> <li>• Respecting difference-diversity and cultural appropriation*</li> <li>• External Speaker (Satveer Nijjar) focusing on mental health and self harm</li> <li>• Body image</li> <li>• Relationships-coercive control*</li> <li>• Relationships-Consent *</li> <li>• Relationships around the world/honour based violence/forced marriage and FGM*</li> <li>• Drug abuse and vaping</li> <li>• External speaker – John Hoskison on alcohol – and follow up session on spiking*</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome, expectations, responsibilities, opportunities</li> <li>• Sharing reflections on 6<sup>th</sup> Form</li> <li>• Unhealthy relationships and ending them *</li> <li>• Relationships –harassment and sexual violence*</li> <li>• Relationships-online safety and sextortion*</li> <li>• External Speaker (Satveer Nijjar) focusing on mental health and self harm</li> <li>• Pornography*</li> <li>• What are our rights-freedom of speech and protest</li> <li>• Protecting your identity</li> <li>• Disability Awareness</li> <li>• External Speaker: Gloucestershire Fire and Rescue Service-safe driving</li> </ul>

SPRING TERM				
3 <sup>rd</sup> Form	4 <sup>th</sup> Form	5 <sup>th</sup> Form	L6 <sup>th</sup> Form	U6 <sup>th</sup> Form
<ul style="list-style-type: none"> <li>• Author talk – Alex Wheatle</li> <li>• Protected Characteristics *</li> <li>• Gender stereotyping *</li> <li>• Racism *</li> <li>• Citizenship - public institutions and services</li> <li>• Digital rights and responsibilities *</li> <li>• Fake news *</li> <li>• Healthy Relationships* **</li> </ul>	<ul style="list-style-type: none"> <li>• Pornography *</li> <li>• Food and feelings</li> <li>• Humour and banter *</li> <li>• Advertising</li> <li>• Cyberbullying *</li> <li>• Drug Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Author talk – Alex Wheatle</li> <li>• Citizenship - human rights</li> <li>• Gambling and gaming</li> <li>• Safety at festivals – external speaker</li> <li>• Grooming, exploitation and radicalisation *</li> <li>• Racism *</li> </ul>	<ul style="list-style-type: none"> <li>• Radicalisation *</li> <li>• Extremism *</li> <li>• Racism/Equality/Privilege*</li> <li>• STIs and contraception* (talk from College health staff)*</li> <li>• Social Media and algorithms*</li> <li>• Health and well being-stress and sleep</li> </ul>	<ul style="list-style-type: none"> <li>• External Speaker-Stamping out slavery</li> <li>• Gambling</li> <li>• Employment - Rights and Responsibilities</li> <li>• Online profile-personal and professional</li> <li>• Employment – financial matters</li> <li>• Accommodation and renting/mortgages</li> <li>• Gambling</li> <li>• External speaker: “How not to be arrested” – and follow-up session on crime</li> </ul>
SUMMER TERM				
3 <sup>rd</sup> Form	4 <sup>th</sup> Form	5 <sup>th</sup> Form	L6 <sup>th</sup> Form	U6 <sup>th</sup> Form
<ul style="list-style-type: none"> <li>• STIs * **</li> <li>• Consent * **</li> <li>• Pornography * **</li> <li>• Diversity * . **</li> <li>• Contraception * **</li> <li>• Optimism and Pessimism</li> <li>• Environmental awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Stereotypes*</li> <li>• Islamophobia *</li> <li>• Homophobia *</li> <li>• Cancel culture *</li> <li>• Citizenship - types of government</li> <li>• Citizenship - How laws are made</li> <li>• Citizenship - UK demographics</li> </ul>	<ul style="list-style-type: none"> <li>• Datafication*</li> <li>• Prescription drug abuse</li> <li>• Vaping</li> <li>• Budgeting</li> <li>• Digital wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Contraception *</li> <li>• Pregnancy-fertility/abortion/miscarriage*</li> <li>• Equality and privilege *</li> <li>• Driver safety</li> <li>• International travel-being safe abroad</li> <li>• UCAS focus</li> </ul>	<ul style="list-style-type: none"> <li>• Safety/Health in life beyond College</li> <li>• Voting and politics at University</li> <li>• Leaver's survey</li> </ul>