

# Cambridge Academy for Science and Technology

## Relationships and Sex Education Policy

Owner:	Alistair Easterfield
Review Cycle:	Bi-Annually
Approved by:	Local Governing Body
Approved on:	28 March 2025
Next review due by:	March 2027



## Relationships and Sex Education Policy

### Statutory Requirements

From September 2020, pupils receiving secondary education must be taught Relationships and Sex Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

### Introduction

The aims of relationships and sex education (RSE) at CAST are to:

- Provide a framework in which sensitive discussions can take place
- Give students an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Ensure all students can identify healthy and unhealthy relationships and provide them with the tools to be positive members of our community in the future and know how to stay safe.

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

The objective of RSE is to enable students to learn about:

- families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- forming and maintaining caring relationships,
- the characteristics of healthy and respectful relationships, including online,
- how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- intimate and sexual relationships, including sexual health.

RSE is taught within the Wider Curriculum. Biological aspects of RSE are taught within the science curriculum. The Wider Curriculum is taught using thematic days whilst the students are in Challenge.

Students may also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:



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- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

The delivery of this content will be made accessible to all including those with SEND.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The religious background of all students will be taken into account when planning teaching and learning materials, so that sensitive topics are handled appropriately, and that all relationships education teaching will meet the requirements of equality law. Faith perspectives will be considered to encourage balanced debate about issues that may be seen as contentious.

### **Parental, staff and student involvement regarding the policy**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – some school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to contribute to a consultation process about the topics and curriculum content
- Student consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made; the policy was shared with governors and ratified

### **Parental right to withdraw children**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. This does not include the science curriculum where all pupils are taught the biological elements of sex.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The school will then follow these steps:

- The Principal (or nominated staff member) will meet with parents (and if appropriate the child) to ensure the wishes of the family are understood and to clarify the nature and purpose of the curriculum and the content covered.
- The Principal (or nominated staff member) will discuss with parents the benefits of RSE and the potential impacts of withdrawing pupils, including the emotional and social effects of being



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withdrawn. Parents will also be made aware of the likelihood of their child hearing from their peers what has been covered in these lessons and the impact this may have on the presentation of this information.

- Following these discussions, except in exceptional circumstances (for example, safeguarding concerns) the school will respect the parents' right to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education.

For the vast majority of pupils with SEND, their SEND will not be a consideration in deciding whether to grant a parental request. Only in exceptional circumstance (to be determined by the Principal following advice from the appropriate staff members) will a student's SEND be taken into account when making this decision.

Appropriate, purposeful work will be provided to pupils who are withdrawn from sex education.

### Teaching and Learning Objectives

Our curriculum is set out as per Appendices 1 and 2. There may be instances where it may be necessary adapt this to respond to current events and issues in our community or nationally.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs, feelings and sexual orientations of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and timely manner having sought guidance.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the students receiving it.

For more information about our RSE curriculum, see our curriculum map in Appendix 1.

### Roles and responsibilities - The governing board

The Local Governing Board will approve the RSE policy, and hold the Principal to account for its implementation.

### Roles and responsibilities - The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 8).

### Roles and responsibilities - Assistant Principal (Wider Curriculum)

This member of staff is responsible for:

- Designing a strong curriculum
- Ensuring lessons are well resourced
- Embedding opportunities for health professionals to come and present
- Adding to the statutory guidance to suit the specific needs of our pupils
- Regularly reviewing the curriculum and schemes of learning

### Roles and responsibilities - Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE



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- Monitoring progress
- Responding to the needs of individual Students
- Much of the Wider Curriculum and RSE curriculum is taught by Challenge teachers, however all staff may be required to teach some part of this curriculum whilst at CAST.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their line manager or the Assistant Principal (Wider Curriculum).

### **Roles and responsibilities - Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Monitoring Arrangements**

The delivery of RSE is monitored by the Assistant Principal (Wider Curriculum) through:

- Learning walks, Student Council, student feedback, staff feedback and lesson observations.
- Students' development in RSE is monitored by self-evaluations at the end of each session and annual internal assessments.
- This policy will be reviewed by Assistant Principal (Wider Curriculum) bi-annually. At every review, the policy will be approved by the Local Governing Board and the Principal.

### **Complaints**

Any complaints about the RSE programme should be made in accordance with the school's usual complaints procedure.

### **Policy Review Date**

This policy will be reviewed every two years by the Assistant Principal (Wider Curriculum), Principal and governing body. This will ensure that the policy continues to meet the needs of the pupils, staff and parents and that it is in line with current Department for Education advice and guidance.



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## Appendix 1: CAST Wider Curriculum Plan (incorporating RSE)

### Year 9

#### *KS3 Wider Curriculum Day 1 – Risks and emotions*

- about core values and emotions
- how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)
- how to communicate assertively
- how to communicate wants and needs
- about conflict and its causes in different contexts, e.g. with family and friends
- conflict resolution strategies
- exit strategies for pressurised or dangerous situations

#### *KS3 Wider Curriculum Day 2 – Discrimination*

- how to develop self-worth and confidence
- about gender identity, gender expression and sexual orientation
- how to manage influences on beliefs and decisions
- about gender identity, transphobia and gender-based discrimination
- how to recognise and challenge homophobia and biphobia
- how to recognise and challenge racism and religious discrimination
- about group-think and persuasion

#### *KS3 Wider Curriculum Day 3 – eSafety*

- about online communication
- how to use social networking sites safely
- about age restrictions when accessing different forms of media and how to make responsible decisions
- how to secure personal information online
- about the opportunities and risks of forming and conducting relationships online
- how to assess and manage risks of sending, sharing or passing on sexual images
- how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation
- how to respond and seek support in cases of online grooming
- how to protect financial security online

#### *KS3 Wider Curriculum Day 4 – Relationships*

- Types of relationships
- What makes a good relationship
- about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
- about myths and misconceptions relating to consent
- about the continuous right to withdraw consent and capacity to consent
- Biology or reproduction

#### *KS3 Wider Curriculum Day 5 – Sex and relationships (1)*

- about relationship values and the role of pleasure in relationships



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- about myths, assumptions, misconceptions and social norms about sex, gender and relationships
- about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent
- Contraception
- about STIs, effective use of condoms and negotiating safer sex
- about the consequences of unprotected sex, including pregnancy

*KS3 Wider Curriculum Day 6 – Sex and relationships (2)*

- about asexuality, abstinence and celibacy
- how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
- how to recognise and challenge victim blaming
- how to handle unwanted attention, including online
- how to challenge harassment and stalking, including online



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## Year 10

### *KS4 Wider Curriculum Day 7 – Family life*

- about different types of families and changing family structures
- about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering
- about positive relationships in the home and ways to reduce homelessness amongst young people
- how to manage relationship and family changes, including relationship breakdown, separation and divorce
- how to access support services

### *KS4 Wider Curriculum Day 8 – Abusive relationships*

- about various forms of relationship abuse
- Harrassment
- about unhealthy, exploitative and abusive relationships
- how to access support in abusive relationships and how to overcome challenges in seeking support
- about 'honour based' violence and forced marriage and how to safely access support
- about FGM (Female Genital Mutilation) and how to access help and support
- about various forms of relationship abuse
- about unhealthy, exploitative and abusive relationships

### *KS4 Wider Curriculum Day 9 – Influence*

- about positive and negative role models
- how to evaluate the influence of role models and become a positive role model for peers
- about the impact of drugs and alcohol on individuals, personal safety, families and wider communities
- how drugs and alcohol affect decision making
- how to keep self and others safe in situations that involve substance use
- how to seek help for substance use and addiction

### *KS4 Wider Curriculum Day 10 - Finance*

- Why are finances important (balancing the books)
- Personal banking
- Credit and debit (including debt)
- Savings
- how to assess and manage risks in relation to gambling and chance-based transactions
- Unions & HR

### *KS4 Wider Curriculum Day 11 – Politics*

- UN and UN declaration of children's rights
- Rights and responsibilities
- How British democracy works
  - Parliament
  - Lords
  - Local government
  - How voting works



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- Meet the parties
- Extremism

*KS4 Wider Curriculum Day 12 – Religion*

- Why is religion important
- Advantages and disadvantages of religion
- Meet the religions
- The basis of law



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## **Year 11**

### *KS4 Wider Curriculum Day 13 – Health*

- how to make healthy lifestyle choices including diet, dental health, physical activity and sleep
- how to manage influences relating to caffeine, smoking and alcohol
- about personal hygiene
- Sleep
- about registering with and accessing doctors, sexual health clinics, opticians and other health services
- how to assess emergency and non-emergency situations and contact appropriate services
- emergency first aid skills

### *KS4 Wider Curriculum Day 14 – Mental health*

- about the signs of emotional or mental ill-health
- strategies to promote mental health and emotional wellbeing
- how to manage challenges during adolescence
- how to reframe negative thinking
- how to access support and treatment
- about the portrayal of mental health in the media
- Loneliness

### *KS4 Wider Curriculum Day 15- Media*

- how to recognise biased or misleading information online
- how to critically assess different media sources
- how to challenge stigma, stereotypes and misinformation
- how the portrayal of relationships in the media and pornography might affect expectations
- how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours

### *KS4 Wider Curriculum Day 16 – Life decisions*

- how to evaluate readiness for parenthood and positive parenting qualities
- about fertility, including how it varies and changes
- about pregnancy, birth and miscarriage
- about unplanned pregnancy options, including abortion
- about adoption and fostering
- how to manage influences and risks relating to cosmetic and aesthetic body alteration



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## **Year 12**

### *Sixth Form Wider Curriculum Day 1 - Politics*

- UN and UN declaration of children's rights
- Rights and responsibilities
- How British democracy works
  - Parliament
  - Lords
  - Local government
  - Separating Parliament and Judiciary
  - How voting works
- Meet the parties
- Government beyond UK – assembly?
- Extremism

### *Sixth Form Wider Curriculum Day 2 - Religion*

- Why is religion important
- Advantages and disadvantages of religion
- Meet the religions
- The basis of law
- Cults

### *Sixth Form Wider Curriculum Day 3 – Keeping Safe*

- Cyber (social media, privacy)
- Relationships (managing emotion, consent/harassment)
- Personal security (UK & abroad)
- Drink and drugs
- Dealing with aggression
- Offensive weapons



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## **Year 13**

### *Sixth Form Wider Curriculum Day 4 - Keeping healthy*

- Mental health
- Gender
- Sexual health (STIs)
- Physical health (diet)
- Cancer checks (cancer, breast)
- Accessing NHS
- Stress
- Sleep

### *Sixth Form Wider Curriculum Day 5 - Finance*

- Credit and debit (including debt)
- Savings
- University finance
- Pensions
- Contracts/living with others
- Consumer rights
- Moving somewhere new (fitting in)
- Taxation & National insurance

### *Sixth Form Wider Curriculum Day 6 - What to do when things go wrong*

- Relate
- Domestic abuse
- Resilience
- Self-harm etc.
- Managing stress
- First aid



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## Appendix 2: Department for Education requirements for what students must know by the end of secondary school

Secondary schools should continue to develop pupils' knowledge on topics specified for primary schools (see above) and in addition cover the following content by the end of Year 11.

<b>Families</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That there are different types of committed, stable relationships.</li> <li>▪ How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>▪ What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>▪ Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>▪ The characteristics and legal status of other types of long-term relationships.</li> <li>▪ The roles and responsibilities of parents with respect to the raising of children.</li> <li>▪ How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<b>Respectful relationships including friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>▪ 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).</li> <li>▪ 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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>▪ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>▪ 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.</li> </ul>
<b>Online and media</b>	<p>Pupils should know:</p>



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	<ul style="list-style-type: none"> <li>▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>▪ 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.</li> <li>▪ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>▪ What to do and where to get support to report material or manage issues online.</li> <li>▪ The impact of viewing harmful content.</li> <li>▪ That specifically sexually explicit material often 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.</li> <li>▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>▪ How information and data is generated, collected, shared and used online.</li> </ul>
<b>Being Safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>
<b>Intimate and sexual relationships including sexual health</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>▪ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>▪ That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>▪ The facts about the full range of contraceptive choices and options available.</li> <li>▪ The facts around pregnancy including miscarriage.</li> <li>▪ 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).</li> <li>▪ 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.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>▪ How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>▪ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

  

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature	

(to be returned to the Principal)



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