



Callington Community  
College

# Relationships and Sex Education Policy

December 2024

Version	Date	Review Date
December 2024	December 2024	December 2025
Originator: E. Davis	Authorised by Hub Advisory Board: 11/03/2025	

## **Callington Community College**

### **Relationships and sex education policy**

#### **1. Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Statutory RSE and Health Education "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8

#### **2. Statutory requirements**

403 of the [Education Act 1996](#).

Statutory requirements outlined by the government in The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Callington Community College we teach RSE as set out in this policy.

#### **3. Policy development**

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

- a) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- b) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c) Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- d) Pupil consultation – we investigated what exactly pupils want from their RSE
- e) Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, 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.

#### **5. Curriculum**

RSE sits within our PSHE curriculum and the intent of this is to empower our young people to make safe, informed and healthy decisions in an increasingly complex world. Further it seeks to encourage and enable young people to reflect upon and develop their own values and attitudes today and in the future.

To enable this our young people will be presented with a variety of curriculum experiences based on real life that represent the essential aspects of relationships, living in the wider world and health & wellbeing, so that they can go on to make positive and safe choices. The PSHE curriculum complements learning in other subjects to help develop well-informed, well-rounded and resilient individuals.

Our curriculum is driven by local need, influenced/guided by student and parental voice and meets the Department for Education statutory requirements.

A more detailed version of our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

#### **6. Delivery of RSE**

The majority of RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum and some aspects of sexual health and awareness raising, are delivered through the pastoral programme. Pupils also receive stand-alone sex education sessions delivered by trained health professionals ([Brook, sexual health](#)).

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

- 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.

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will hold the Principal to account for the implementation of this policy.

### **7.2 The Principal**

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

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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 the Principal.

#### **PSHE Teachers**

Edward Davis – **Associate Assistant Principal** (PSHE Curriculum Leader)

Kerry Edwards, Rebecca Miles, Rosie Winch, Kate Lamb, Ally Littler, Kate Yendell, Becky Smith, Chris Hatt, Jo Turner, Hannah Blake, Nick Swain, Neil Smith, Kate Allot, Rebecca Dunlop, Kate Bailey and Josh Walke,

### **7.4 Pupils**

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

### **7.5 Parents / carers**

The school expects parents/carers to share the responsibility of PSHE, RSE and Health Education and support their children's personal, social and emotional development. We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE, RSE and Health Education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

## **8. Parents' right to withdraw**

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.

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 Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff receive an induction delivered by the Curriculum Leader, which focuses on the delivery of sensitive topics and creating a respectful classroom.

Staff are provided with guidance documents to support the delivery of all units. These documents are of particular significance for topics of a sensitive nature.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Edward Davis, Curriculum Leader of PSHE through:

- Application of the whole school quality assurance process, this includes learning walks, book looks and student voice.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by Edward Davis, Curriculum Leader of PSHE annually. At every review, the policy will be approved by the local governing board

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn/ spring	<p><b>Respectful relationships, including friendships</b></p> <ul style="list-style-type: none"> <li>• What different types of relationship exists?</li> </ul> <p>What are the ingredients of a healthy relationship?</p> <p><b>Intimate sexual relationships including sexual health:</b></p> <ul style="list-style-type: none"> <li>• What physical and emotional changes can occur during puberty?</li> <li>• How can I manage my changing emotions during puberty?</li> <li>• Where can I access support from / how can I provide support for my friends?</li> </ul>	<p><a href="https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexZYdKXilMjz2bvRESAMqvMr0lpkxY/edit?gid=0#gid=0">https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexZYdKXilMjz2bvRESAMqvMr0lpkxY/edit?gid=0#gid=0</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn / spring	<p><b>Respectful relationships, including friendships / Intimate sexual relationships including sexual health:</b></p> <ul style="list-style-type: none"> <li>• What different types of relationship exist? How can I know if it's healthy/unhealthy?</li> <li>• How do humans reproduce? How can I know if I'm ready for sex? What is consent?</li> <li>• What are the risks of unprotected sex? How can I protect myself?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexzYdKXilMjz2bvRESAMqvMr0lpkxY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexzYdKXilMjz2bvRESAMqvMr0lpkxY/edit?usp=sharing</a></li> </ul>

Year 9	Autumn / Spring	<b>Respectful relationships, including friendships / Intimate sexual relationships including sexual health:</b> <ul data-bbox="539 405 931 879" style="list-style-type: none"><li>• What makes a healthy/respectful/consenting relationship?</li><li>• How can sex be safe(r)?</li><li>• How can the media influence sex and relationships?</li><li>• Brook – Accessing a confidential sexual health service</li></ul>	<ul data-bbox="1021 213 1872 277" style="list-style-type: none"><li>• <a href="https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexzYdKXiLmJz2bvRESAMqvMr0lpxY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexzYdKXiLmJz2bvRESAMqvMr0lpxY/edit?usp=sharing</a></li></ul>
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Year 10	Autumn Spring	<p><b>Intimate sexual relationships including sexual health / Online Media / Being safe:</b></p> <ul style="list-style-type: none"> <li>• What have I learnt so far in relation to sex and relationships?</li> <li>• What choices are available for pregnancy?</li> <li>• Fertility pregnancy and choices.</li> <li>• Brook – Contraception and choices (Autumn)</li> </ul>	<p><a href="https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexzYdKXilMjz2bvRESAMqvmr0lpxY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexzYdKXilMjz2bvRESAMqvmr0lpxY/edit?usp=sharing</a></p>
Year 11	Autumn	<p><b>Intimate sexual relationships including sexual health</b></p> <ul style="list-style-type: none"> <li>• What do I understand about consent and intimacy?</li> <li>• How can pornography affect my understanding of consent and intimacy?</li> <li>• How can I treat and prevent STIs?</li> <li>• Brook – Accessing support and recap).</li> </ul>	<p><a href="https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexzYdKXilMjz2bvRESAMqvmr0lpxY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1KThAnRU_9J-WexzYdKXilMjz2bvRESAMqvmr0lpxY/edit?usp=sharing</a></p>

Y12	Spring	<p><b>Intimate sexual relationships including sexual health / Online Media / Being safe:</b></p> <p>Making choices sexual health</p> <p>Making choices sexual pleasure</p> <p>Making choices pregnancy/fertility</p> <p>Staying safe online</p> <ul style="list-style-type: none"> <li>• Digital footprint</li> <li>• Dating online</li> <li>• Impacts of pornography</li> </ul>	<p><a href="https://docs.google.com/document/d/1YeXnzGrLWfHVAL2ZSIShxRveZGBzQaiW/edit">https://docs.google.com/document/d/1YeXnzGrLWfHVAL2ZSIShxRveZGBzQaiW/edit</a></p>
Y13		<p>Sexual violence and pressure</p> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• Meeting new people</li> </ul>	<p><a href="https://docs.google.com/document/d/1YeXnzGrLWfHVAL2ZSIShxRveZGBzQaiW/edit">https://docs.google.com/document/d/1YeXnzGrLWfHVAL2ZSIShxRveZGBzQaiW/edit</a></p>

**Appendix 2: By the end of secondary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families	<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 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</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 raising of children, including the characteristics of successful parenting</li><li>• 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' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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 relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</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 respect to others, including people in positions of authority and due tolerance of other people's beliefs</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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</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 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</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>
Being safe	<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 (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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, efficacy 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> <li>• About the 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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	