

RELATIONSHIPS AND SEX EDUCATION

Policy applies from EYFS to Sixth Form and to all Staff	
Date policy reviewed:	04.07.2023
Date of next review:	22.09.2024
Version:	09.23 v1
Author:	Mrs Amy Schmid

Version	Date	Paragraph	Material change	Approval
05.22.01	24.05.2022	8 (now 9)	Insertion of confirmation that Parents will be consulted annually re. the RSE programme.	Miss Rachel Coleman
09.22 v1	01.09.2022	5.1, 5.2, 5.3 and Appendix 1, 2 and 3	Updated to reflect the new Idecision programme and the 2022 - 2023 curriculum.	Miss Rachel Coleman
02.23 v1	27.02.2023	4	Amended to make it clear that parents can withdraw pupils in the Junior School from sex education.	Miss Rachel Coleman
07.23 v1	04.07.2023	6.1 Appendix 1	More information added. Appendix replaced.	Mrs Amy Schmid
09.23 v1	26.09.2023	Appendix 2 and 3	Appendices updated to reflect 2023/2024 curriculum.	Mrs Amy Schmid

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

Related Policies

British Values

Child Protection and Safeguarding

Personal, Social Health and Economic Education (PSHE)

Visiting Speakers



1. Introduction

Clifton High School defines Relationship and Sex Education (**RSE**) as, ‘the teaching of age-appropriate Relationship and Sex education’, as part of the School’s Personal, Social, Health and Economic Education (**PSHE**) syllabus. The curriculum complies with the new government regulations for the teaching of RSE and has been heavily influenced by the recommendations made by the PSHE Association.

Clifton High School ensures that every pupil at the School is provided with relationships education as part of the PSHE curriculum, and that pupils in the Junior School and Senior School are provided with age-appropriate sex education. However, parents may in certain circumstances have the right to withdraw their child from some or all of the sex education curriculum. More information on this is set out in section 5 Right to Withdraw below.

A copy of this policy, alongside the PSHE policy, is published in the parents’ area of the website and is available, free of charge on request from the School Office. Before the publication of any material changes to the RSE policy and RSE schemes of work, parents are informed, and feedback is welcomed.

Clifton High School’s RSE teaching is age-appropriate and aims to build knowledge and life skills over time, in a way that prepares pupils for issues they may soon face. The policy encompasses Clifton High School’s values of Curiosity, Empathy, Love, and Direction so that all pupils can thrive in an ever-changing and challenging world and learn to be respectful and empathetic to those around them. The School believes that RSE is important as it will equip our pupils with the skills they require in the future, to be happy and healthy individuals. Our overarching aim is for pupils to learn vital life skills in a safe school environment. The School believes that home and school should work together to provide vital skills and knowledge for all our pupils. Therefore, where possible, Clifton High School will offer workshops and advice to parents, so they can support their children with RSE learning.

2. Inclusion

The School has planned the RSE curriculum to ensure inclusivity. The needs of all pupils, including those with special educational needs and those where English is not their first language, have been accommodated in the planning of this curriculum. For example, all lessons have been adapted and differentiated, to ensure greater accessibility for all pupils. The lessons also encompass a variety of learning styles, such as discussion, debate, and interactive learning, to ensure it is accessible and inclusive.

In line with government guidelines, Clifton High School’s RSE promotes both gender and LGBT equality. Both these topics will be covered in the curriculum and will be taught sensitively and



inclusively. Through this, pupils will learn vital skills that will equip them to challenge discrimination as well as recognise a range of various relationships.

3. Roles and Responsibilities

The RSE programme has been designed by the Head of PSHE. The curriculum has been overseen and agreed to by the Head of School. The Deputy Head, Pastoral has been consulted in the planning and also teaches the curriculum. In addition, there are two nominated governors with responsibility for the PSHE curriculum.

The RSE curriculum is taught within PSHE lessons across the whole School. In the Junior School, pupils are taught RSE as part of the PSHE curriculum by their class teacher. In the Senior School, the RSE curriculum is taught in weekly Health and Wellbeing lessons that are delivered by form tutors and guest speakers. In the Sixth Form, the RSE curriculum is delivered in weekly Future and Skills lessons by form tutors and guest speakers.

All teaching staff have access to appropriate learning resources and have received the necessary training to support the teaching of RSE at Clifton High School.

4. Statutory regulations and guidance

All schools are required to teach relationships education as part of the revised Department of Education statutory guidance. The Department of Education stipulates that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools) Department for Education Guidance can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/relationships-education-relationships-and-sex-education-and-health-education-guidance).

These guidelines inform the teaching and learning of RSE at Clifton High School together with the following:

- Education Act 1996;
- Learning and Skills Act 2000;
- Education Act 2002;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Keeping Children Safe in Education 2023; and
- Children and Social Work Act (2017).

5. Right to withdraw

5.1 Infant and Junior School

Parents of children in the Infant and Junior School have the right to request that their child is withdrawn from any sex education delivered in the Infant and Junior School, other than as part



of the science curriculum, and the Head of the Infant and Junior School must automatically grant that request.

5.2 Senior School

Parents of pupils in the Senior School have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE, but may not withdraw them from the compulsory Science curriculum (for example topics such as puberty or reproduction) or from Relationships Education or Health Education.

If a parent makes such a request, the Deputy Head, Pastoral will discuss the request with the parents and, as appropriate with the child, and the benefits of receiving the education and the detrimental effects that withdrawing it may have on the child. Once those discussions have taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the pupil. The pupil will then be excused from sex education until the request is withdrawn.

If a parent requests that their child is withdrawn from sex education, suitable provision will be provided for the pupil within the School, in a different classroom, in accordance with section 80A of the Education Act 2002. The provision will be based on the PSHE curriculum, detailed in the School's PSHE policy.

A pupil may opt back into sex education, 3 terms before their 16th birthday, without parental consent.

6. Curriculum Design

The Clifton High School RSE programme is an integral part of the school's PSHE education and will cover a broad range of topics and issues (see lists below). The curriculum has been planned carefully, to cover all mandatory RSE topics, as well as being comprehensive and inclusive of all learning needs.

Clifton High School is committed to ensuring that the teaching of each topic is age-appropriate, by following government guidelines in this area. The RSE programme will be taught through a range of teaching methods and interactive activities, including debate, class discussion and media clips. Lessons will be differentiated so teachers can cater for every learning need in the classroom. Throughout each of the lessons, there are differentiated questions and worksheets, for a range of abilities. Teachers are often given guidance of differentiated questions that can be used, to make discussions more accessible. Teachers are also made aware that when delivering the RSE curriculum some pupils are more vulnerable to exploitation, bullying and



other issues on account of their SEND. Therefore, the lessons have been planned to be sensitive to those pupils and teachers are made aware to account for this.

The curriculum is comprehensive but aims to focus on the following topics and issues:

6.1 Infant and Junior School – Relationships and Sex Education

- The importance of family and the characteristics of a healthy family life.
- How family dynamics differ and the importance of respecting other families that may be different to pupils' own family.
- The importance of stable and caring family relationships.
- The formal and legal nature of marriage.
- How to detect if a family relationship is making the pupil unhappy and where to seek advice.
- The importance of friendships and the good characteristic of good friendships. Also, strategies to repair and strengthen relationships.
- How to detect whether a friendship is making the pupil feel uncomfortable and how to seek support.
- The importance of respecting others and how to improve respectful relationships.
- The importance of self-respect and how to expect respect from others.
- Learn about the several types of bullying and how to get help in this situation.
- To understand what a stereotype is and how they can be negative or unfair.
- The importance of permission seeking and giving in relationships.
- To understand the risks of online and face to face relationships and the principles of keeping safe online.
- Learn the correct names for body parts.
- To understand about appropriate touch,
- To know about puberty and the changes that bodies will go through (Key Stage 2).
- To understand conception and pregnancy (conception is taught in Year 6 only).

For more information, please see Appendix 1.

6.2 Senior School – Relationships and Sex Education

- How to recognise healthy and unhealthy relationships with regards to both friendships and relationships.
- To know how to give and receive consent.
- To know about several types of bullying and how to seek support.
- To know about the importance of self-worth and how to practise it.
- To know about gender identity and how to seek support.
- Female genital mutilation.
- To know about several types of relationships and sexualities.
- To know about contraception and where to access this service.

- To understand how to deal with family conflict and be aware of several conflict resolution strategies.
- To understand media and digital risks and its impact on sexual relationship.
- To recognise child on child and abuse and know how to seek support for this.
- To know and practise assertive communication and how to recognise harassment.
- To recognise the characteristics of abusive relationships and know where to seek support.
- To learn about post pregnancy options.
- To learn about forced marriages.

For more information, please see Appendix 2.

6.3 Sixth Form – Relationships and Sex Education

- How to recognise several types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries, and consent, and how to manage conflict, and how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- How to recognise healthy relationships and safety online.
- Factual knowledge, at secondary school, around sex, sexual health, and sexuality, set firmly within the context of relationships.
- To know how to maintain good sexual health and be aware of post pregnancy options.
- To know how to give and receive sexual consent.
- To know about sexual exploitation and how to seek support.
- To be aware of how to practise safe sex.
- To know about sexual pleasure.
- To know about a variety of sexual orientations.
- To be able to recognise signs of abuse within relationships and know how to seek support.

For more information, please see Appendix 3

6.4 Inclusion

In accordance with the Equality Act 2010, the School has adopted an inclusive approach, so all learning resources are accessible, regardless of pupils' gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief. For example, the School recognises that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect, and reflects this in the School Ethos. The teaching of all RSE content is sensitive and age-appropriate in approach and content. The LGBTQ+ issues are fully integrated into programmes of study, rather than taught as stand-alone topics.



7. Support and guest speakers

The School uses a variety of guest speakers to enrich the education for students. These include Brook, IT Happens, Avon and Somerset Police and the school nurses. All speakers have been used before or come highly recommended.

8. Feedback and assessment

In accordance with RSHE statutory guidelines, there is a high expectation of the quality of pupils' work and regular feedback is provided on pupils' progress. Feedback is provided on pupils' work to assess progress and identify where pupils require extra support and intervention. Teachers will be able to measure progress by pupils' work, classroom contributions and completed reflection logs, following a visit from a guest speaker, as well as written assignments, and self-evaluation forms. Pupil voice will be used to reflect and feedback on the RSE curriculum. Pupil voice is collated through a variety of means, for example, the School Council, pupil questionnaires and PSHE focus groups are all used to gather pupil opinion. Teacher voice is also gathered every half term, to inform the future teaching of RSE.

9. Safe Learning Environment

Clifton High School is committed to delivering high quality and effectively planned RSE lessons. Included in this is a commitment to a safe learning classroom environment for all pupils. Teachers will establish a safe learning environment, with clearly outlined rules and expectations. Case studies will be used to purposefully depersonalise topics, so pupils can consider challenging issues and topics in a safe, objective, and distanced way. In addition to this, there will be an opportunity for pupils to ask questions anonymously, so teachers can tailor the lesson, around both the RSE curriculum and to pupils' needs. All teachers have been trained to handle potentially sensitive and controversial issues that may arise during lessons. All teachers of RSE have been issued with a staff protocol, to help tackle situations that may arise in lessons.

Although discussion is one of many learning strategies used to teach RSE, it is only used within a safe environment. In every lesson, "Ground Rules" are established for both pupils and teachers. This will allow for safe discussions to take place. Teachers have received training on good learning and teaching strategies and are aware not to force any pupil to contribute to discussion, should they prefer not to. A copy of these "Ground Rules" is available upon request by contacting the Head of PSHE.

10. Safeguarding

Teachers are aware that effective RSE, which develops an understanding of what is and what is not appropriate in a relationship, can lead to disclosures of child protection issues. All teachers of RSE have been trained to use the School's approved safeguarding pathways in accordance with the School's Child Protection and Safeguarding policies.



All guest speakers will be fully checked, in accordance with the Visiting Speakers policy and will be accompanied at all times, to ensure the deliverance of appropriate content and interaction with the pupils.

11. The role of Parents and Pupils

Parents are informed about the School's RSE policy by email, and a copy of the policy is published on the parents' area of the School website. Paper copies are available on request and free of charge from the School Office.

Clifton High School is committed to working with parents by offering them PSHE and RSE workshops. For parents to continue their child's learning at home, a list of useful resources will be made available on the School's website to support parents with this. Parents are welcome to contact the Head of PSHE, to discuss the curriculum further and will be emailed when Relationships and Sex education will be taught. Parents will receive details of the RSE curriculum via the Parent Bulletin on a weekly basis. When appropriate, a list of learning topics will be issued to parents, so they are able to support children with their learning.

Parents will be consulted about the PSHE and RSE programme and be given the opportunity to give feedback at least once every academic year, and parents will also be consulted before the School changes or revises the policy of curriculum. The School is interested to hear from all parents and their views on the RSE programme. Although all views will be considered and listened to, parents do not have a right to veto any aspect of the RSE curriculum.

In addition to this, Pupil Voice will be used to review and tailor our RSE programme to match the different needs of pupils. Pupils will be asked to give feedback on the RSE curriculum throughout regular intervals of the year and their views and ideas will be considered, when planning the future RSE curriculum.



Appendix 1

Clifton High School uses RSE materials produced by Idecision and materials recommended by the PSHE Association in the Infant and Junior School.

The Idecision resources are designed to initiate conversations about feelings and emotions in Early Years, using colourful animated storybooks. In Key Stage 1, the programme introduces the concept of appropriate touch and teaches them the skills they need to keep themselves safe. Children will be taught the correct words to use for their external genitalia. The Idecision resources will cover the relationships element of the statutory guidance, using a range of videos, quizzes and interactive activities.

In Key Stage 2, children will learn about puberty. This is taught to children prior to onset so that they are prepared for the physical and emotional changes that it brings. Every conversation will be age-appropriate, and the content will be tailored to the cohort of children in that current year group, which can change year on year. To support the delivery of this topic Idecision have produced an age-appropriate video which explains the physical and emotional changes that children will experience at the onset, and during puberty. Further materials recommended by the PSHE Association will also be used. The Idecision video and additional materials recommended by the PSHE Association relating to different sorts of relationships, the law, sexual intercourse, conception, pregnancy, and the birth of a baby are used to ensure that both boys and girls are prepared for the changes that adolescence brings and have all the skills and information that they need prior to the transition to secondary school.

Year 1	<ul style="list-style-type: none"> • My special people
Year 2	<ul style="list-style-type: none"> • The human life cycle • Human body parts
Year 3:	<ul style="list-style-type: none"> • Friendships • Human body parts
Year 4:	<ul style="list-style-type: none"> • Puberty: Stages for boys and girls • Coping with puberty • Understanding appropriate and inappropriate touch
Year 5:	<ul style="list-style-type: none"> • Puberty: Stages for boys and girls • Personal hygiene • Emotions and feelings • Understanding appropriate and inappropriate touch



Clifton High School

Year 6:	<ul style="list-style-type: none">• Puberty: Stages for boys and girls• Babies' conception to birth• Becoming independent• Positive and healthy relationships• Understanding appropriate and inappropriate touch
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CURIOSITY · EMPATHY · LOVE · DIRECTION

Appendix 2

Year Group	Learning outcomes
Year 7 <i>Love and Empathy</i>	<ul style="list-style-type: none"> • How to identify healthy friendships and relationships • How to recognise several types of bullying and how to seek support • The importance of self-worth • How to consent to relationships and how to practise assertive language • FGM.
Year 8 <i>Love and Empathy</i>	<ul style="list-style-type: none"> • To understand various types of relationships (other than heterosexual relationships) • To understand about various sexualities • How to recognise healthy relationships and how to seek support • How to ask for and give consent to relationships and practise assertive language.
Year 9 <i>Love and Empathy</i>	<ul style="list-style-type: none"> • How to recognise positive relationships in the home • How to recognise conflicts in different contexts and conflict resolutions • How to manage family change • To learn about the importance of sexual consent • To learn about the consequences of unprotected sex • To learn about contraception options • To understand media and digital risks and its impact on sexual relationship • Brook Sexual Health on sexual orientation and stereotypes • IT Happens- Digital Relationships.
Year 10 <i>Love and Empathy</i>	<ul style="list-style-type: none"> • To learn about relationship values and the several types of relationships • To learn about the importance of giving and receiving consent • To learn about online relationships and the risks • To learn about the risks of sending nudes and semi nudes.
Year 11 <i>Love and Empathy</i>	<ul style="list-style-type: none"> • To understand healthy and unhealthy relationships • To recognise child on child abuse and know how to seek support for this.



	<ul style="list-style-type: none">• To know and practise assertive communication and how to recognise harassment• To recognise the characteristics of abusive relationships and know where to seek support• To learn about post pregnancy options• To learn about unhealthy relationships such as forced marriages• Brook Sexual Health Clinic- consent• Police- Gender Based Violence
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Appendix 3

Year Group	Topics:
Year 12 <i>Love and Empathy</i>	<ul style="list-style-type: none"> • Consent and positive relationships • Brook Sexual Health- Sexual health • Positive relationships and recognising abuse • Sexual Consent, sexual exploitation, and healthy relationships • Strategies for dealing with challenging situations in relationships • Consent and assertive communication • Sexual pleasure and contraception
Year 13 <i>Love and Empathy</i>	<ul style="list-style-type: none"> • Recognising signs of abuse within relationships • Relationship and values • Sexual orientations • Contraception • Brook Sexual Health- Pornography • Fertility and post pregnancy options • Changing relationships and conflict resolution