Camphill Wakefield

Relationships, Sex & Health Education Policy

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Campphill Wakefield

Document Control			
Policy Owner		**Head of College**	
Version	**Author**	**Date**	**Changes/Updates**
v0.1	Cara Hambly Ian Barker	22.09.23	Board of Trustees reviewed (12th October) & identified the following needed: *"a statement needed at the beginning of the policy to highlight whose rights are being protected. There also needs to the inclusion of a statement regarding conflict resolution, how any conflicts will be resolved and the hierarchy involved."*
v0.2	Ian Barker	22.01.24	Page 3 – Context added. Pages 7 & 8 Conflict Resolution added in.
V1	Deborah Archer	05.03.2024	Changes made & approved by Curriculum & Quality Committee.
	Ian Barker Cara Heatherglen	September 24	**Reviewed by Head of College – no changes/updates required**
V2	Ian Barker/James Heaton Jennings	September 25	**Student Rights – third bullet point amended and paragraph added – Page 3**

1. Context

In the context of relationship, sex and health education the rights being protected refer to the rights of individuals involved, especially the rights of students, parents and educators.

Student Rights

- The right to receive accurate and age-appropriate information about relationships, sex and health.
- The right to privacy and confidentiality in discussions related to sexual health.
- The right to opt out of certain aspects of sex education. In the event that a student is deemed to not have capacity to opt out, then a parent/carer can be consulted in line with the five principles of the Mental Capacity Act, 2005

In all cases, should a student choose to opt out then staff must follow the five principles, including taking reasonable steps to ensure that the student's choice is made with full awareness of potential impact and consequences (Principle 1) and that a choice different to that which the staff member would make is not a lack of capacity, as the student has the right to make unwise choices (Principle 2).

In this instance, the use of the word 'consequences' does NOT mean that a staff member has the right to impose a punishment, but that they should explain what might happen if they don't attend (e.g. an EHCP is more likely to cease, and they won't be able to complete their learning).

Parental Rights

- The right to be informed about the content and nature of relationship, sex and health education provided to their child.
- The right to be involved in decisions regarding their child's participation in specific aspects of sex education.

Educator Rights

- The right to provide accurate, evidence-based information to students.
- The right to teach within the guidelines and policies established by educational institutions and local authorities.
- The right to create a safe and inclusive learning environment.

Human Rights

- The right to non-discrimination, ensuring that sex education is inclusive and respects the diversity of individuals and relationships.
- The right to comprehensive and unbiased information, enabling individuals to make informed decisions about their sexual health.

It is important to note that the emphasis on rights in sex education policies is often aimed at protecting individuals from misinformation, promoting consent and respecting the diversity of beliefs and backgrounds.

2. Policy Statement and Principles

Camphill Wakefield are committed to supporting the development of young people in responding to the increasingly complex challenges of today. It is important that our students are equipped to understand how to keep themselves safe and healthy, both in real situations and also online. The subject content of the RSE curriculum will build on the foundations, where students have developed their understanding of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online and now progress to a more developed understanding of both physical and mental health, and with a focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. It is the intention of Camphill Wakefield that the provision of the RSE curriculum will foster student

wellbeing and develops resilience and character that we know are fundamental to students being happy, successful and productive members of society.

3. Definition

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support students gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives students essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

4. Core Principles

- To promote the spiritual, moral, cultural, mental and physical developments of students so that they may make healthy and safe life choices.
- To prepare students for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society.
- To consider a range of values and moral issues, including the importance of family life.
- To help students understand the biological facts related to human growth and development, including reproduction.
- To focus on the importance of healthy relationships.
- To demonstrate and encourage personal responsibility and positive and informed choice.
- To encourage high self-esteem and respect for others.

This policy work in conjunction with other relevant policies, for example:

- Anti-Bullying policy.
- Behaviour & Exclusions Policy
- Equality & Diversity
- Safeguarding Policy

Camphill Wakefield's arrangements for the provision of the RSE curriculum is inspected by Ofsted Inspecting Safeguarding in early years, education and skills settings.

5. Legislation and Guidance

From September 202, all college students must be taught relationships and sex education.

This applies to every college whether it is maintained, academy, free school or independent. Camphill Wakefield ensures that policies, procedures and training reference in the following legislation and statutory guidance:

- DfE RSHE guidance 2025: What you need to know
- Children and Social Work Bill 1 March 2017 which came in to full effect from September 2019 (making relationship education statutory)
- DfE Relationship, Sex and Health Education Guidance 2019
- Keeping Children Safe in Education 2025
- Equality Act 2010
- Counter Terrorism and Security Act 2015 – Section 26 applies to schools and other providers, to have due regard to the need to prevent people being drawn into terrorism
- Teacher Standards 2011 (updated 2021) – state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the

teaching profession as part of their professional duties

As well as formally teaching young people about the Equality Act (2010) and the rights of people recognised as having protected characteristics, Camphill Wakefield will constantly promote a positive culture of equality. Sexism, homophobia and any form of discrimination will not be tolerated and young people will be challenged to communicate in appropriate language and have regard for the rights of others. All staff will act as role-models, having equal unconditional positive regard for all individuals.

6. Roles and responsibilities

6.1 Board of Trustees

The Board of Trustees is responsible for ensuring RSE policies and procedures are in place and adhered to across the college. It ensures that the college creates a culture where the welfare of students is paramount and students are supported to develop the knowledge and skills in order to meet the challenges of the wider world. The trust will ensure that all students can access the RSE curriculum and any form of discrimination will not be tolerated.

6.2 Chief Executive Officer (CEO)

The CEO will ensure that procedures are in place to monitor that safeguarding policies and procedures are in place and adhered to across the Trust.

6.3 The Head of College

- Ensures that the RSE policy and code of conduct are implemented and delivered by staff.
- Allocates sufficient time, training, support and resources, to enable the RSE/Life Curriculum Coordinator to carry out their role effectively.
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about healthy relationships, sex and health education.
  Works closely with the SLT and CEO as required.

Camphill Wakefield has identified the Head of College as PSHE Curriculum Coordinator to oversee the provision of the RSE curriculum. They will have the appropriate status and authority within the college to carry out the duties of the post.

They will be given the time, funding, training, resources and support to ensure the planning, development, delivery and monitoring of the RSE/Life Curriculum. The RSE/PSHE Co-ordinator will be supported by the Designated Safeguarding Lead who will also oversee provision in their absence.

They will recognise and understand that Camphill Wakefield students face additional barriers in their understanding of the RSE curriculum and so a more tailored approach may be required, for example working in small groups or engaging with support from external agencies, for example STRIDE. They will ensure that all of our students, regardless of race, religion, sexual identity, gender or SEND, can access the RSE curriculum.

6.4 All staff are responsible for

- Delivering RSE in a sensitive way, taking of students' cultural and faith backgrounds
- Modelling positive attitudes to RSE, as with any other subject
- Monitoring students' learning in order to ensure they make progress
- Responding to the needs of individual students
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching aspects of RSE should discuss the concern with the Head of College.

7. Curriculum Model & Delivery

RSHE will be inclusive for all students, sensitive to all family and faith backgrounds and students' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The college environmental reflects, values and celebrates the diversity of our community.

Across all sessions, students will be supported with developing the following skills.

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions. Skills and knowledge will be taught in an appropriate way. Teaching methods are a combination of sharing information and facilitating discussions and exploring issues and values. Lessons will be delivered by STRIDE and tutors within college.

By the end of their time at Camphill Wakefield, students should be expected to know:

Families

- There are different types of committed, stable relationships
- How these relationships contribute to happiness and their importance for bringing up children
- What marriage is, including its legal status compared to other types of long-term relationships
- Why marriage is an important relationship choice for many couples and why it must be entered into freely
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
- 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 how to seek help or advice, including reporting concerns about others

Respectful relationships

- Characteristics of positive and healthy friendships (including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships
- Practical steps for a range of contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice);
- In school/college and in wider society young people 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
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities, responsibilities of bystanders to report bullying and how and where to get help
- Some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

- Misogyny
- Far-right extremism

Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online
- 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
- What to do and where to get support to report material or manage issues online
- Sexually explicit material eg 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
- Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- The emergence of AI technology
- Manosphere
- How information and data is generated, collected, shared and used online

Being safe

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- How people can actively communicate and recognised consent, and how it may be withdrawn, in any context
- Intimate and sexual relationships, including sexual health
- How to recognise the characteristics of healthy one-to-one intimate relationships
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility. Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- Young people have a choice to delay sex or to enjoy intimacy without sex
- Facts about the full range of contraceptive choices, efficacy and options available
- Facts around pregnancy including miscarriage
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options)
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key factors about prevention and treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
  Sources of advice, including how to access confidential sexual health advice and treatment

8. Conflict Resolution

RSHE (Relationships, Sex and Health Education) often includes components related to conflict resolution to help individuals develop the skills necessary for managing conflicts in a healthy and constructive way. Here are some key principles and strategies that can be integrated into RSHE for conflict resolution.

Communication Skills

- Teach effective communication skills, including active listening, expressing thoughts and feelings clearly and using “I” statements.
- Encourage students to consider different perspectives and understand the impact of their words on others.

Empathy

- Foster empathy by helping students understand and appreciate the feelings and perspectives of others.
- Use activities and scenarios that promote perspective-taking to develop a sense of understanding.

Problem Solving

- Teach students how to identify the root causes of conflicts and work towards solutions that benefit everyone involved.

Negotiation Skills

- Provide opportunities for students to practice negotiation skills, including finding common ground and compromising when necessary.
- Emphasise the importance of win-win solutions that address the needs of all parties involved.**Self-Regulation**
- Help students develop emotional intelligence and self-regulation skills to manage their own emotions during conflicts.
- Teach strategies such as deep breathing, mindfulness or taking a break to calm down before addressing the issue.

Respect and Tolerance

- Promote a culture of respect and tolerance for diversity, highlighting that differences in opinions and backgrounds are natural.
- Address stereotypes and biases that may contribute to conflicts.

Role-Playing and Simulations

- Use role-playing and simulations to allow students to practice conflict resolution skills in a safe and controlled environment.

Positive Reinforcement

- Acknowledge and reinforce positive conflict resolution behaviours, both in the workshops, classrooms and other social settings.
- Celebrate instances where students successfully navigate conflicts in a constructive manner.

Reflection and Evaluation

- Encourage students to reflect on their own conflict resolution skills and identify areas for improvement.
- Use case studies and real-life examples to discuss the consequences of different conflict resolution approaches.

9. Monitoring and Evaluation

The delivery of RSE/PSHE curriculum is monitored by the Head of College and members of the college senior leadership team through:

- Reviews of curriculum plans
- Learning walks
- Work scrutiny
- Student voice

Student understanding and development is monitored by tutor as part of our internal assessment systems

10. Safeguarding & Reports of abuse

Relationships, Sex and Health Education can encompass a range of challenging and sensitive

issues. To protect privacy and engender respect for all, staff will be expected to develop ground rules with students at the onset of work that reinforce the expectations of equality and sensitivity.

Although a degree of sensitivity and anonymity will be used, for example if students wish to discuss a scenario or personal experience, it is only within the context of a classroom discussion.

Should a member of staff have a concern or a student makes a disclosure within or following the lesson, the member of staff will follow the protocols and procedures that are detailed within the college Safeguarding Policy.

Staff will report any information or disclosure which raises concern that a student or vulnerable young person/s may be at risk of significant harm to a Designated Safeguarding Lead in

accordance with the college Safeguarding Policy. The designated person will then, in line with the Safeguarding Policy, take action as appropriate.

11. Review

This policy will be reviewed on an annual basis.