



# **Relationships and Sex Education Policy**

**Policy updated: November 2023**

**Policy to be reviewed: November 2025**

## **Introduction and Purpose**

At Compass School, we are committed to providing a safe and inclusive learning environment that supports the holistic development of our pupils. Our Relationships, Sex, and Health Education (RSHE) policy aims to outline our approach to delivering high-quality RSHE education that aligns with legal requirements and the unique needs of our pupils. The Primary curriculum content focuses on relationships, physical health and wellbeing while the Secondary curriculum revisits all of the above and includes sex education in line with statutory government guidance.

Compass School believes RSHE to be lifelong learning about physical, moral and emotional development. Our aim is to help all young people make responsible and well-informed decisions about their lives. Therefore, pupils will also understand the importance of stability for family life and loving relationships, thereby promoting respect, love and care no matter anyone's age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Through the teaching of sex education, sexuality and sexual health (at secondary level) we aim to help our pupils to respect themselves and others, and to move with confidence from childhood through adolescence into adulthood. We are also aware of the role of relationship and sex education in reducing the incidence of teenage conceptions and sexually transmitted infections.

RSHE is delivered, in line with statutory content, through the PSHE (Personal, Social and Health Education) framework and SPICE (Social Physical Intellectual Creative Emotional) lessons and is addressed in cross curricular opportunities which has three main elements:

- attitudes and values
- personal and social skills
- knowledge and understanding

Through Compass School's wider curriculum for PSHE we aim to ensure that pupils:

- receive their relationships and sex education in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of adult life.

## **Aims and Objectives**

Due to the transient nature of our cohort, our RSHE curriculum is sequenced to ensure that opportunities are created for content to be revisited across the academic year and throughout a pupil's time with us. Our curriculum is also responsive to current affairs and the emerging needs of the young people we work with.

Our RSHE curriculum aims to:

- Promote positive relationships, emotional well-being, and mental health.
- Foster understanding of personal boundaries, consent, and respect.
- Provide age-appropriate information on sexual health and reproduction.
- Equip pupils with essential life skills, including decision-making and critical thinking.

- Promote inclusivity and diversity, respecting all gender identities, sexual orientations, and cultural backgrounds.

### Curriculum Content

Our RSHE curriculum includes topics such as:

- Relationships and friendships
- Personal Health
- Mental Health, Physical Health and Emotional Wellbeing
- Consent and boundaries
- Emotional and mental well-being
- Puberty and Physical Development
- Intimate Sexual Relationships, Sexual Health and Reproduction,
- Drug and Substance Misuse and Prevention
- Online Safety and Digital Relationships
- Equality and Diversity
- Recognising Risks and Staying Safe
- Understand the Law

We deliver these topics through age-appropriate resources, interactive discussions, and guest speakers when relevant. The Curriculum Intent Plan for PSHE is available on the website and our PSHE lead Jaki Hall is available to answer any concerns.

### Relationship Education for Primary pupils

Primary pupils are taught RSHE through the SPICE and PSHE curriculum. They are taught SPICE by their class teacher and PSHE by one of our experienced primary teachers.

The focus in primary will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

We endeavour to do this by teaching Primary pupils the following:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should</li> </ul>
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	<p>respect those differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>the importance of permission seeking and giving and the concept of personal privacy</p> <ul style="list-style-type: none"> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</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 those in positions of authority.</li> </ul>

	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate (including consent) in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

### **Relationship Education for Secondary pupils**

Pupils at a secondary level will be taught RSHE through the SPICE curriculum by their class teacher and PSHE by our specialist PSHE teachers.

The aim of relationship and sex education is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate

relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships, resisting pressure to have sex (and not applying pressure) and the importance of consent. It should teach what is acceptable and unacceptable behaviour in relationships.

We endeavour to do this by enabling Secondary pupils to know the following:

<p><b>Families</b></p>	<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 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>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <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> </ul>

	<ul style="list-style-type: none"> <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> <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 a possible prison sentence.</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 (in all contexts, including online).</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> </ul>

	<ul style="list-style-type: none"> <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 and menopause.</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>
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### **Parents/Carers choosing to excuse their child(ren) from relationship and sex education.**

For pupils at primary age the focus is on statutory relationship education only and so consent to withdraw a child from these lessons is not an option. In the event of questions of a more adult nature arise we will consult with parents to support the child.

For our secondary pupils, we appreciate for some, the topic of relationships and sex education can be complex and initially families may feel they do not wish for this subject to be delivered to their child(ren) in school. As a school our response is to reassure and involve our parents/carers so they are clear and informed on what this curriculum area entails and that there is a mutual understanding and awareness of the importance for their child(ren) to be involved in these lessons.

If any parents/carers at this point are asking to withdraw then a further discussion will be followed up with them and it might be parents/carers would like to meet the PSHE teachers teaching this subject, see the resources and planning being used or discuss further with the leadership team. It would be at this point, we would hope, that any concerns that were had initially are resolved and consent for their child(ren) to participate in relationship and sex education is given. However, if this is not the case then we would respect the right of



parents to withdraw their children from all or part of the relationship and sex education provided by Compass School.

Any child who is withdrawn from relationships and sex education lessons will of course have access to other relevant subject learning during these times.

It is important to note that if a child wishes to take part in relationship and sex education lessons and they are within three terms of being 16 years old, then it is the child's choice to engage.

In order for transparency any discussions held or actions taken will be recorded on SIMS. We are also aware that for some pupils it is not culturally appropriate to address particular issues in a mixed group and this will be accounted for accordingly based on the needs of our cohorts at these times.

### **Staff Training**

Our staff undergo regular training to equip themselves with the necessary knowledge and skills to deliver RSHE education effectively and sensitively.

### **Inclusivity and Diversity**

We are committed to providing an inclusive RSHE curriculum that respects and celebrates diversity. We recognize the importance of addressing the unique needs and backgrounds of our pupils.

### **Assessment and Evaluation**

We assess pupil's progress in RSHE through various methods, including class discussions, projects and age-appropriate assessments. These assessments are designed to monitor learning and ensure that the curriculum is effective.

### **Safeguarding**

Compass School recognises that pupils may approach staff for personal advice. In such cases there may be legal implications and under no circumstances will staff deal with this on a one-to-one basis. Staff can recommend pupils to seek professional advice and will follow our Safeguarding Policy accordingly. Staff are obligated to report any pupil concerns in accordance with our procedures.

### **Monitoring and Evaluation**

Compass School monitors and evaluates all elements of the curriculum via including lesson observations, learning walks, work scrutiny, data analysis and Joint Planning Time.

The Lead PSHE teacher also attends the city wide network meetings to ensure knowledge is current and relevant.

Finally, our Management Committee have a key role in monitoring the coverage and implementation of this policy including working alongside PSHE staff to ensure we are meeting expected standards and outcomes.

### **Legal and Statutory Framework**

Our RSHE curriculum is designed to comply with the legal and statutory requirements of RSHE in the UK, as outlined in the Education Act 1996, Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019.

### **Key Documents**

To support with the development of this policy the following documents and law has been taken in to consideration:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Southampton SACRE (Standing Advisory Committee for Religious Education)
- Keeping Children Safe in Education 2023
- Equality Act 2010
- Public Duty Sector 2010