



C A M B R I D G E MATHS SCHOOL

Cambridge Maths School Relationships, Sex and Health Education Policy

Document Control

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Related Documents	

Cambridge Maths School

Relationships, Sex and Health Education

1. Statutory requirements

- > Relationships Education, Relationships and Sex Education (RSE) and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- > Relationships and Sex Education (Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Review of sexual abuse in schools and colleges

Published 10 June 2021

Recommendations for school and college leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- high-quality training for teachers delivering RSHE
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- working closely with LSPs (local safeguarding partners) in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- training to ensure that all staff (and governors, where relevant) are able to:
 - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
 - identify early signs of child-on-child sexual abuse

2. Policy context and rationale

At Cambridge Maths School the delivery of the Personal Development is central to all that we do. It is essential that we ensure that our students are prepared for life in the 21st century and the role of Relationships and Sex Education is vital to make them aware of how to live happily and safely as they grow up.

In response to the report on Harmful Sexual Behaviour and Sexual Harassment in schools (2021), the ELA Trust implemented the 5 Rs:

- **RSHE** – relationship education in PSHE. (At Cambridge Maths School this is referred to as Personal Development Programme)
- **Research** and Training for staff
- **Report** any concerns immediately
- **Recording** of all confidential concerns
- **Responding** quickly and **reviewing** systems

All five of the elements above are integrated into a variety of areas of policy. The focus here will be on the RSHE element.

At CMS our RSHE curriculum is referred to as Personal Development. Foundationally, regardless of relationship type or stage of life, relationships must be built on consent.

This education must be inclusive, age-appropriate, well researched and ensure that it meets the requirements of the law.

The programme will be delivered through a comprehensive Tier System:

Tier 1 - Core: sessions during tutor time.

Tier 2 - Community: Timetabled Personal Development – integrated with Tier 1.

Tier 3/4 - Enhanced: 1 hour workshops or talks with external providers, that are tailored to the needs of specific year groups.

3. Responsibilities

Mel Newbery is responsible for the overview, quality assurance and delivery of the programme within the school.

4. Policy objectives

Cambridge Maths School is an outstanding and innovative learning community that is truly inclusive and inspirational. We support our students in becoming globally minded, critical thinking and caring individuals, who are ready for a world post-education.

Inclusive: a welcoming place that celebrates difference and diversity.

Inspirational: providing a unique experience and a world-class education for all.

This policy fulfils our school ethos of realising the potential of each student by ensuring that they develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged.

Our school curriculum meets the requirements of the National Curriculum, schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#), and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. From September 2020, health education, relationships education and sex & relationships education is **also required as per the statutory guidance from the Department for Education.**

5. What is RSHE/Personal Development?

Relationships, Sex and Health Education is vital and complex topic. At CMS we welcome this new drive from the government and are pleased about the new expectations that come with it. RSHE must be taught sensitively, factually and inclusively. The foundational objective of our curriculum is consent, and regardless of the 'type' of relationship, our students will be able to recognise this in themselves and others and therefore be able to establish and maintain healthy relationships throughout their lives. RSHE is broader than just 'sex education' and if this instance we are not advocating that student have sexual relationships, we are advocating that a personal level this is consensual and appropriate for them.

Please see the maps below for an overview of how the Tier system covers a range of RSHE topics.

6. How do we map these?

On the grids that follow are the overview of all the PD (PSHE/RSHE)/E-Safety/Citizenship materials. Within each Tier there is RSHE material.

	CORE Yr12-13		COMMUNITY Yr12-13	
PD Theme	Tier 1 PD Focus	Tier 1 PD Category	Tier 2 PD Focus	Tier 2 PD Category
Ethos and values	Welcome back/what is PSHE/Safeguarding ?	CE PSHE RSE/5Rs E-Safety	Welcome/school ethos	CE
Ethos and values	How to reach out for help.	PSHE CE	E-Safety and Safeguarding (Nude/semi-nudes)	E-Safety RSE/5Rs
Ethos and values	Getting to know each other. Student leadership.	PSHE CE Citizenship	International Peace Day 21 Sept	CE PSHE
Ethos and values	Establishing a plan for the future.	CE Careers	International Day of Languages	CE PSHE

Ethos and values	Our School/College' character.	CE PSHE RSE/5Rs E-Safety	Black History Month - October	CE PSHE
Ethos and values	The importance of assertive character traits.	CE PSHE RSE/5Rs E-Safety	Mental Health Day (10th)/National Stop Bullying Day (12th)	CE PSHE
Ethos and values	Disagreeing agreeably.'	CE PSHE RSE/5Rs E-Safety	Celebration Assembly	CE PSHE
HT	HT	HT	HT	HT
Character Educations	What are you entitled to?	CE PSHE RSE/5Rs Citizenship	Firework and fire safety	PSHE
Character Educations	Are rights universal?	CE PSHE RSE/5Rs E-Safety	Remembrance - International Men's Day	CE PSHE Citizenship RSE/5Rs
Character Educations	Is being 'of character' a buzz word?	CE PSHE	Parliament Week	Citizenship
Money Matters	E-Safety for Gen-Z	CE E-Safety	Anti-Bullying Week?	CE
Money Matters	Do we still have to talk about 'digital footprints'?	CE E-Safety	International Day of Persons with Disability	CE E-Safety
Money Matters	Recognising addiction, why is gambling online more compelling.	CE PSHE E-Safety	House Inspiration Assembly	CE
Money Matters	Reviewing my habits.	CE PSHE	Celebration Assembly	CE
Money Matters				
CH	CH	CH	CH	CH
Protected Characteristics and the law	Preparing for the future.	PSHE	Religions around the world	CE PSHE Citizenship
Protected Characteristics and the law	The financial challenges of 2024.	PSHE	Emotional and physical boundaries	CE SRE/5Rs
Protected Characteristics and the law	Are tuition fees just another debt?	PSHE	The Law Online	Citizenship E-Safety

E-Safety (4Cs)	Getting the right deal for your finances.	PSHE	Healthy online relationships (red/green flag)	CE E-Safety
E-Safety (4Cs)	What are my chances of moving out? Mortgages or rent.	PSHE	LGBT History Month - February	CE PSHE Citizenship
E-Safety (4Cs)	Am I being paid enough? When should you push for a pay rise?	PSHE	Celebrating Diversity	CE PSHE Citizenship
E-Safety (4Cs)	Pay day, and short term loans.	PSHE	Celebration Assembly	CE
HT	HT	HT	HT	HT
Careers	University or Apprenticeships?	Careers	National Apprenticeships Week	CE Careers
Careers	Three, five and seven year plans.	Careers	NCW/International Women's Day - 8th March	CE PSHE RSE/5Rs
Careers	Career choices and wages.	Careers	Young Carer's Day - 14th March	CE PSHE
Careers	Revision strategies 1	PSHE	National Day of Reflection - including grief and dealing with separation	CE PSHE
Careers	Revision strategies 2	PSHE	Transgender Day of Visibility - 31st March	CE PSHE Citizenship RSE/5Rs
EH	EH	EH	EH	EH
Community and International Mindedness	Our School/College' character and service.	CE PSHE	Eid al-Fitr	CE PSHE Citizenship
Community and International Mindedness	Planning to contribute.	CE PSHE	Mental Health Awareness Month - Addictions link - May/	CE PSHE E-Safety
Community and International Mindedness	Planning to contribute.	CE PSHE	Screen Free Day - 2nd May	CE E-Safety
Active Citizenship	Planning to contribute.	CE PSHE	Culture Celebration Day	CE E-Safety

Active Citizenship	Planning to contribute.	CE PSHE	Red Flag Green Flag Online Safety	E-Safety RSE/5Rs
Active Citizenship	Planning to contribute.	CE PSHE	Celebration Assembly	
HT	HT	HT	HT	HT
Our health	The Protected Characteristics under the microscope.	CE PSHE Citizenship	We All Matter: What is Pride and what is an ally (Pride Month) Pride Parade	CE PSHE Citizenship RSE/5Rs
Our health	Being a person of character, even when it is difficult.	CE PSHE Citizenship	We All Matter: Healthy Eating Week - good online apps	CE PSHE
Reflection	Are 'awareness days' necessary?	CE PSHE Citizenship	We All Matter: Refugee Week	CE PSHE
Reflection	Media inclusivity and debates about positive discrimination.	CE PSHE Citizenship	We All Matter: Celebrating Individuality (diverse families/LAC) support groups	CE PSHE
Reflection	Unconscious bias, what does it mean and what does it look like?	CE PSHE Citizenship	We All Matter: Neurodiversity	CE PSHE
Reflection	Culturalism and structurism, how should society be organised?	CE PSHE Citizenship	We All Matter: Water safety/ road safety	CE PSHE
Reflection			Celebration Assembly	
SH	SH	SH	SH	SH

Should we see a pattern in the increase in a certain time of Harmful Sexual Behaviour (HSB) then we will run more sessions through our tier system or meet with at-risk (victim or perpetrator) students to ensure that we support them with their needs.

7. Creating a Safe & Supportive Learning Environment

RSHE education works within students' real-life experiences and it is therefore essential to establish a safe learning environment. We create this safe and supportive learning environment by discussing clear 'ground rules' at the beginning of each session (or series of sessions). We also

adhere to the school's safeguarding & child protection policy if students indicate that they may be vulnerable and/or at risk.

8. Entitlement & Equality of Opportunity

Classroom practice and teaching approaches promote the needs and interests of all students, irrespective of gender, sexuality, faith, culture, ability, maturity or personal circumstance. Our curriculum has been designed specifically to take into account students' ability, age, readiness and cultural backgrounds at each stage of learning to ensure accessibility to all students.

Our RSHE programme is used as a way to address diversity issues both within school and in the wider community and to ensure equality. By promoting diversity & inclusion, we expect all students to actively consider the needs of others.

We recognise the right for all students to have access to RSHE learning which meets their needs. We will ensure that students with SEND receive equal access to RSHE following the same curriculum to their peers. Careful consideration is given and differentiation needs identified by those delivering sessions with support from our SEND department. In some cases, the content or delivery of the lesson may be adapted to suit the needs of the learners. Where learning support assistants are available, they will be tasked to work with students identified as most in need.

We will not exclude access to RSHE for any student by removing them from RSHE lessons, as these aspects of personal and social development are as important to all student as their academic achievement. For this reason, attendance at Tier 3/4 Enhanced sessions will be monitored and, should a student miss one, they will be issued with a student-led version of the topic covered to be completed in their own time.

9. The right to withdraw

Full RSHE provision should be accessible to every student, although parents/carers have a legal right to withdraw their children from some aspects of the programme. Our school adheres to the Department for Education Statutory Relationships Education, Relationships, Sex Education (RSHE), and Health Education mandatory curriculum that comes into effect in September 2020.

As per the statutory guidance, parents/carers have the right to request that their child be withdrawn from Sex Education delivered as part of the RSHE programme. There is, however, no right to withdraw from Relationships Education or Health Education, nor is there a right to withdraw from topics taught within the Science National Curriculum. This *reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.*

If you wish to discuss this, please Head of School, Clare Hargraves.

In order to meet the new government guidelines regarding Health Education and Relationships Education, some topics will unavoidably include elements of Sex Education in order to contextualise the topic (e.g sexual health and consent).

10. Making a request to withdraw a child from Sex Education

In order to request withdrawal of their child from a particular element of the RSHE curriculum, parents/carers must contact the school directly via letter outlining the specific aspect of the course from which they wish to withdraw their child to Clare Hargraves. Upon receipt of this letter, parents/carers (and, where appropriate, the child) will be invited in to discuss their request with either the Principal or Deputy Principal to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits of receiving this important education, and any detrimental effects that withdrawal might have on the child (including any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher), will be explained. The school will document this process to ensure a record is kept.

In the event of withdrawal, unless there are exceptional circumstances, the school will respect the parents' request, 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 arrange to provide the child with sex education during one of those terms. This process is the same for students with SEND. However, there may be exceptional circumstances where the Principal and SENCO take a student's specific needs arising from their SEND into account when making this decision.

During any period of withdrawal, the school has a duty to ensure that the student receives appropriate, purposeful RSE education.

11. Teaching and Learning

Planning

Planning is undertaken by the Senior Welfare Lead, alongside the Trust PSHE lead, which has involved extensive reviews of the Department of Education statutory guidance and the PSHE Association guidance, regular meetings with external organisations (Social Services and Cambridgeshire Police) and governor consultation. Student and staff feedback is regularly taken into account in order to ensure that the programme provided meets the changing needs of students at our school and national trends.

Methodology

The programme will be taught through a range of teaching methods, including discussion, scenarios and approved videos.

Timetabling

The School teaches its PSHE provision primarily through: tutor time, assembly, extended assembly and enhanced programme. All the material delivered is built on the idea of an age-appropriate curriculum, typically looking at the nature of the material and the Safeguarding context of our School.

Assessment

Assessing progress within RSHE is difficult as much of RSHE education encourages self-reflection and is designed to develop the knowledge, skills and attributes students need to keep themselves healthy and safe, and prepared for life. Monitoring and measuring this is therefore undertaken

through non-assessed approaches. Students will not receive a grade or written feedback on their progress.

Teaching Responsibility & Staff Training

Christopher Gee (ELA PSHE Trust Co-ordinator), will lead the RSHE/ programme and will lead and monitor CPD.

RSHE training occurs annually with all staff as part of our contextual safeguarding training. Additionally, staff who deliver challenging Tier 3/4 sessions will have training prior to the talks being given.

Either Christopher Gee, ELA PSHE Trust Co-ordinator and supporting members of the team, predominantly write materials for these sessions internally or, where areas of expertise are required, other staff. Elements of RSHE that are delivered in tutor time, will be carefully selected. Monitoring of RSHE teaching in tutor time is undertaken by Mel Newbery (PD Lead) and is an integral part of the annual appraisal review for all teaching staff.

12. Sexual Harassment

In specific response to the [OFSTED Review of Sexual Abuse in schools and colleges](#) (10/06/2021) and [Everyone's Invited](#) testimonials this policy lays out what sexual harassment is, what staff must know, and how it should be reported.

Sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually harassing a single child or group of children.

Children who are victims of sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual harassment can exist on a continuum and may overlap with our Harmful Sexual Behaviours, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff will receive specific training on this subject.

Source: [NSPCC – harmful sexual behaviour](#)

Staff should be aware of the importance of:

1. making clear that sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
2. not tolerating or dismissing sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
3. challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

1. Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
2. Sexual "jokes" or taunting
3. Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
4. Online sexual harassment, This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
It may include:
 - non-consensual sharing of sexual images and videos
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats

Students can report a sexual harassment claim by:

1. Talking to a member of staff in person
2. Using our wellbeing referral system.

Students will be informed of this through our tutor and assembly programme.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should speak to the DSL. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL.

The RSHE curriculum will continue to evolve to ensure that all forms of Harmful Sexual Behaviour is challenged.

13. Involving Parents and Carers

The RSHE policy is made available on the school website. At the start of each academic year, parents/carers will receive an overview of all the College PD and specific signposting to our RSHE curriculum.

For those who choose to withdraw their child from sex education, the school is committed to providing parents/carers with the resources they require to ensure the child receives the missed learning. Responsibility for ensuring this missed learning is received falls to the parents/carers. Learning will be checked through informal methods (see above).