



# Relationships and Sex Education Policy 2025-26

### **Relationships and Sex Education at Cotswold Chine School 2025-6**

At Cotswold Chine School, we understand the importance of promoting students personal social and economic development, as well as their health and wellbeing. It helps to give students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Relationship and Sex Education is lifelong learning about physical, moral and emotional development. Our goal is to help and support young people to understand and manage their physical, emotional and social development, through childhood, puberty and adolescence and to prepare them for an adult life in which they can enjoy their sexuality and the benefits of healthy, committed and loving relationships.

#### **Aims of PSHE Curriculum**

- Health and Wellbeing
  - Know and understand what constitutes a healthy lifestyle
  - Know how to maintain physical, mental and emotional health and wellbeing
  - Be aware of safety issues, including how to respond in an emergency
  - Know how to manage change, including puberty, transition and loss
- Relationships
  - Develop and maintain a variety of healthy relationships within a range of social and cultural contexts
    - Know how to recognise and manage emotions within a range of relationships
    - Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help
    - Know how to respect equality and diversity in relationships
- Living in the Wider World
  - Know the importance of responsible behaviour and actions
  - Be responsible and independent members of the school community
  - Be positive and active members of a democratic society
  - Know about the importance of respecting and protecting the environment
  - Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
    - Develop good relationships with other members of the school and the wider community
    - Know about where money comes from, keeping it safe and the importance of managing it effectively
    - Have a basic understanding of enterprise

#### **Aims of RSE Curriculum**

The core aims of the RSE programme in school, taking account of age, maturity, ability and background of children and young people, should enable them to:

- Acquire the knowledge and understanding they need about their bodies, how they work and how they develop;
- Develop the skills and confidence to think clearly and communicate effectively about feelings and relationships;
- Develop the skills and confidence to make decisions and to identify and deal with influences, pressures and risks;
- Develop self esteem and the capacity to value and respect both themselves and other people and so avoid all forms of exploitation in relationships;

- Be aware of and appreciate their own sexuality and understand the nature of human sexuality and reproduction, free from distortions, myths and misconceptions;
- With positive values and personal integrity, to develop a moral framework to guide their decisions, judgements and behaviour together with an awareness of and respect for the values held by others;
- Gain the knowledge and skills to protect themselves and their partners from the physical and emotional risks associated with immature, irresponsible or unprotected sexual activity, including unwanted conceptions and sexually transmitted infections;
- Acquire the knowledge, confidence and capability to access appropriate sources of help, advice, support or treatment whenever they need it;
- Understand the demands and rewards associated with family relationships, whether as a child, husband, wife or partner, or as a parent and be aware of the many variants of these relationships in modern society;
- Identify their hopes and aspirations for their personal lives and their relationships and consider how best to achieve these

Pupils should be taught how to seek help should they be concerned about their own, a family or friends' welfare.

### **Progression in PSHE and RSE**

PSHE and RSE is embedded throughout daily life at Cotswold Chine School. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in PSHE/SMSC lessons, and further promoted through school assembly themes and topics.

Students at all Key Stages follow the three main areas as stated above. Further details of the coverage for each Key Stage can be found in the GHLL PSHE handbook available on request. Key Stage 4 students have the option of obtaining AQA accreditation in PSHE.

RSE is taught to students in at all key stages. Students at Cotswold Chine are typically working within levels relatively low for their age and RSE content is differentiated sensitively to allow students to gain skills and obtain secure knowledge within their level, making progress each lesson.

RSE is an important part of every student's education. Should a parent wish to withdraw a student from RSE this would need to be considered carefully, the school will aim to agree with parents' adaptations rather than withdrawal, especially at secondary age. Parents can request a meeting or phone call the with PSHE/RSE lead or Headteacher at any time to raise concerns and consider a way forward for their child.

### **Organisation of Teaching**

PSHE and RSE is taught to each class group by class teachers who have appropriate subject knowledge in this subject area. The PSHE and RSE Curriculum taught at school is delivered in conjunction with the PINK Curriculum written by the Healthy Living and Learning team of Lead Teachers supported by Gloucestershire Local Authority. The curriculum is overseen by the PSHE Coordinator in consultation with the overall Curriculum Coordinator and the Head Teacher.

## **Primary**

The focus of our primary relationship's education is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

By the end of Key stage two we hope to support children to:

- Manage difficult feelings in their friendships
- Understand different families and their role in fostering nurturing environment for children
- An understanding of in person and online boundaries, how to manage their own privacy, their rights over their own bodies and personal information.
- Be able to recognise and call out mistreatment of themselves or others – including recognise that when something doesn't feel right its time to talk to an adult, and know who they can go to for help
- Define protected characteristics, discrimination and bullying
- If felt necessary by the Designated safeguarding lead and Headteacher, pupils may be introduced to discussions about online sexual content. This will only be implemented with caution seeking not to expose pupils to this topic unnecessarily. This would typically be facilitated in individual or small group sessions under the direction of the DSL.

## **Sexuality and Gender**

We aim to ensure all students understand protected characteristics, including sexual orientation and gender.

The curriculum content inclusive of sexual health should be covered regardless of gender or sexual orientation.

Staff should ensure they are factual about the law on biological sex and gender. Beyond the facts and the law there is significant debate, staff should be mindful to avoid endorsing any particular view and ensure all lessons foster an understanding that everyone deserves to be treated with equality and respect.

## **Teacher Conduct**

Our school prides itself on our relational approach, where staff receive a high level of attachment focused relationship-based training in order to role model respectful, safe relationships in all their interactions. Staff have a responsibility to model positive behaviour and avoid perpetuating stereotypes.

Staff should be mindful of avoiding sharing opinions, teaching applicable laws in a factual way so that students are clear about their rights and responsibilities.

All lessons should be taught in such a way as to foster an understanding of the importance of equality and respect.

All staff have a responsibility to role model respectful relationships. Staff should always address sexism, misogyny, homophobia or harmful beliefs and attitudes that may come up during discussions.

Discussions about sensitive topics in RSHE can lead to disclosures during discussions which may require evidence a risk to a student. Staff should be mindful of the Safeguarding policy and contact the Designated Safeguarding Lead immediately should they be concerned about a student's welfare.

### **Assessment**

The principle used when assessing students' work is the B-Squared Connecting Steps programme used by the school. Students are assessed prior to learning taking place and continually monitored throughout the year. Teachers give ongoing feedback to students by highlighting their achievements and by giving constructive advice regarding future areas for improvement. Students are given many different opportunities to present their ideas, knowledge and understanding. These include posters, role play, oral contributions, drama and written work. Evidence is collected often through teacher evidence which is recorded after sessions.

### **Cross Curricular Links**

There are opportunities to develop skills in English through activities which encourage enquiry and communication, using sources of information and discussing and presenting arguments.

Students also have opportunities to develop their Computing skills through activities that focus on research using IT based information, handling data, e-mail for communication and exchange of ideas. Safe use of the internet is also discussed including the dangers of chat rooms, the giving of personal details and cyber bullying in particular.

Links with Science include health issues such as the dangers of smoking and alcohol, drugs (including medicines), and sex and relationship education.

In addition, the PSHE and RSE Curriculum complements the Citizenship Schemes of Work, SMSC and British Values.

### **Community Links**

The PSHE and RSE Curriculum gives students the opportunity to visit a range of local facilities in relation to health and understanding money and finances. These include local banks and building societies, police station, doctors, dentists, health facilities, leisure centres and local supermarkets.

### **Resources**

Resources are carefully selected to ensure that the complexities of sex and relationships are not oversimplified, perpetuate stereotypes or encourage pupils to question their gender. Due to the nature of the school all resources are carefully curated for the school and then by class teachers for the individual class or student.

Staff have access to a wide range of resources within the PSHE folder selected by the PSHE lead and Headteacher. This resource bank should be the primary source of resources for lessons. Where further resources are sought to support the needs of a particular class group or

student the staff member should ensure the resources complies with this policy and the school's ethos. Should there be any doubt this can be checked with the Headteacher or PSHE lead.

We inform all external organisations of the obligation to share all curriculum materials with parents/carers, and do not work with any organisation that doesn't allow their material to be shared.

Parents are able to see samples of the curriculum and resources on our website. Parents are also invited in four times a year to see pupils work and meet with class teachers. We are happy to meet any requests for materials and curriculum information to be shared with parents and encourage a collaborative approach to teaching students about personal safety, respectful relationships and healthy living.