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**PSHE/Relationship and Sex Education (RSE) and Health Education Policy**

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**1. Introduction**

Personal, Social and Health Education (PSHE) is compulsory in independent schools, as Cairn Education intend to register as an independent school in 2020 and considering new government guidelines introduced around Relationship and Sec Education (RSE) and Health Education, Cairn Education have produced this policy to clarify how PSHE/RSE and Health Education will be taught. The aim of PSHE and/or RSE and Health 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

This will help young people understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective PSHE/RSE and Health Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE and Health Education also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

**2. Aims**

This policy is intended to provide parents/carers with information about how Cairn Education deals with the important issue of Relationship and Sex Education. Partnership between Cairn Education and home is vital in all aspects of education but is particularly so when dealing with this issue. Parents/Carers will want to know when and how Cairn Education deals with these topics and Cairn Education is keen to involve Parents/Carers in reviewing and developing policy.

Cairn Education believes that the RSE and Health Education it provides should be complementary to and supportive of, the role of Parents/Carers, and it should have regard for Parents/Carers views about content and presentation.

The aims of PSHE/RSE and Health Education at Cairn Education are to:

* Provide a framework in which sensitive discussions can take place
* Help young people understand the processes of puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Help young people develop feelings of self-respect, confidence and empathy
* Create a positive culture around issues of sexuality and relationships
* Teach young people the correct vocabulary to describe themselves and their bodies
* Underpin Cairn Education’s mission to create a nurturing environment for young people.

**3. Statutory requirements**

PSHE is compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014 [The Independent School Standards - Guidance for independent schools (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-_Guidance_070519.pdf). We also follow legislation within section 403 of the Education Act 1996 when developing this policy and our curriculum;

Cairn Education is not limited to these standards but this policy is also informed by existing DfE guidance;

* [Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf) June 2019, update July 2020
* [Preventing bullying - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) July 2013, updated 2017
* [Drugs: advice for schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/drugs-advice-for-schools) September 2012
* [Working together to safeguard children - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) March 2015 Updated December 2020
* [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) March 2015, update January 2021
* [Equality Act 2010: guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/equality-act-2010-guidance) February 2013, updated June 2015
* [HL13531\_Respectful\_schools\_signposting\_tool.pdf](file:///C:/Users/User/Downloads/HL13531_Respectful_schools_signposting_tool.pdf) (a tool to support a whole school approach that promotes respect and discipline) November 2018
* [Behaviour and discipline in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools) July 2013, update September 2020
* [SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) June 2014, updated April 2020
* [Alternative provision - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/alternative-provision) January 2013, updated June 2016
* [Mental health and behaviour in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) June 2014, updated November 2018
* [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) December 2017, updated May 2018
* [Guidance for employers | Equality and Human Rights Commission (equalityhumanrights.com)](https://www.equalityhumanrights.com/en/advice-and-guidance/guidance-employers) (provides advice on avoiding discrimination in a variety of educational contexts)
* [Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc) November 2014
* [National Citizen Service: guidance for schools and colleges - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges)

At Cairn Education, we teach RSE as set out in this policy.

**4. Definitions**

RSE and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

**5. Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. The Head of Education has developed the curriculum but as students join Cairn Education this policy and the curriculum will be developed to meet the needs of the individuals. As Cairn Education create a tailored programme for each individual it is ensured that RSE and Health Education teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law within a safe environment. At Cairn Education we are aware that our students may have been disengaged from education for some time and may have missed previous opportunities to learn RSE and Health Education.

The aim of RSE and Health Education at Cairn 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 enables them to know what a healthy relationship looks like and what makes a good friend and a successful marriage or other type of committed relationship. Where appropriate we also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We teach what is acceptable and unacceptable behaviour in relationships. This helps young people to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE and Health Education does not encourage early sexual experimentation, but helps young people understand human sexuality and to respect themselves and others. It enables them to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE supports people, throughout their life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgmental, factual way and allows scope for young people to ask questions in a safe environment.

Staff set ground rules with young people to help manage sensitive discussion. Alongside being taught about intimate relationships, pupils are taught about family relationships, friendships and other kinds of relationships; all an equally important part of becoming a successful and happy adult. This should enable students to distinguish between experiences that exemplify healthy relationships and those that are distorted or harmful. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate/developmentally appropriate, inclusive way. All students should feel that the content is relevant to them and their developing sexuality.

Sexual orientation and gender identity is explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same-sex relationships. This is integrated appropriately into the RSE and Health Education programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE and Health Education. The starting principle when teaching is that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens. Students will be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is addressed sensitively and clearly.

We address the physical and emotional damage caused by female genital mutilation (FGM). Students are also taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

Students are supported to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honourbased violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. We are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, Cairn Education has a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety is also be addressed. Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will understand how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Some students are also exposed to sexual behaviours online, and via other forms of media, which may normalise certain sexual behaviours including violent ones. A focus on healthy relationships and broader relationships education can help young people understand normal and acceptable behaviours in relationships.

At Cairn Education most of these subjects are delivered in our Personal Development lessons, sometimes with the help of outside agencies. The students also have access to our the services of Health Horizons where necessary who can give individual help and guidance as appropriate.

RSE and Health Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which Cairn Education supports the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship, work experience, voluntary service to others locally or more widely.

It is recognised that there will be a range of opinions regarding RSE and Health Education. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

**6. Delivery of PSHE/RSE and Health Education**

PSHE/RSE is taught within all the curriculum pathways that are on offer at Cairn Education. These pathways and consequently the RSE and Health Education is individualised to meet the needs of that service user. The following topics are covered within our pathways:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life taking care to ensure that

there is no stigmatisation of young people based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some young people may have a different structure of support around them (for example: looked after children or young carers).

The Head of Education will have overall responsibility for planning and delivery of PSHE/RSE throughout our curriculum.

Staff are responsible for:

* Delivering RSE in a sensitive way
* Modelling positive attitudes to RSE
* Responding mindfully to students with misconceptions or misunderstandings
* Responding to the needs of individual pupils

Staffs’ personal beliefs and attitudes must not influence the teaching of RSE. They will work within Cairn Education’s agreed framework, which must be in line with current legislation.

Staff will know the boundaries of their legal and professional responsibilities and students should be aware that staff cannot guarantee absolute confidentiality. Students should be reassured that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

All students must be properly included in RSE teaching. Some parts of RSE may be provided by people from outside school e.g. health professionals, social workers. Such contributors are expected to work within Cairn Education’s RSE policy.

**7. Parents’ right to withdraw**

Our policy is based on this following guidance: [Understanding Relationships, Sex and Health Education - a guide for secondary school parents (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf)

The important lessons your young person is taught about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at Cairn Education will complement and reinforce the lessons you teach your young person as they move to adulthood. Cairn Education is required to consult with you when developing and renewing their policies on Relationships, Sex and Health Education. Our policies can be found on our website.

You can express your opinion, and this will help us decide how and when to cover the content of any statutory guidance. It may also help us decide whether to teach additional non-statutory content. Cairn Education ensure our teaching reflects the age, needs and religious background of our pupils.

**Right to withdraw your child**

From September 2020, you cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your young person to take part in some or all of the Sex Education lessons delivered at Cairn Education, you can ask that they are withdrawn. The Head of Education will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and Cairn Education should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances). Therefore, from what would be Year 11 in mainstream education onwards, the right to withdraw lies with the student themselves, rather than with parents.

**8. Monitoring arrangements**

The delivery of PSHE/RSE and Health Education is monitored by the Head of Education Lucie Kelly through our meetings, arranged learning walks, and collection of student feedback. Pupils’ development in RSE is monitored by class teachers during lessons.

This policy will be reviewed by the Head of Education annually.

**Appendix 1 Curriculum Content**

Cairn Education will retain freedom to determine an age-appropriate, developmental

curriculum which meets the needs of the young people who access our services. The way students are taught will be differentiated to meet their needs. Students learn within our pathways curriculum:

**Families**

* that there are different types of committed, stable relationships.
* how these relationships might contribute to human happiness and their importance for bringing up children.
* 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.
* why marriage is an important relationship choice for many couples and why it must be freely entered into.
* the characteristics and legal status of other types of long-term relationships.
* the roles and responsibilities of parents with respect to raising of 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 to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

**Relationships Education**

* 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.
* practical steps they can take in a range of different 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 (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
* 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.
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
* that 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.
* 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.

**Online and media**

* their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
* 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.
* not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
* what to do and where to get support to report material or manage issues online.
* the impact of viewing harmful content.
* 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.
* that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
* how information and data is generated, collected, shared and used online.

**Being safe**

* + 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.
  + 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).

**Intimate and sexual relationships, including sexual health.**

* + 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.
  + 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.
  + the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
  + that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
  + that they have a choice to delay sex or to enjoy intimacy without sex.
  + the facts about the full range of contraceptive choices, efficacy and options available.
  + the facts around pregnancy including miscarriage.
  + 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).
  + 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.
  + about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
  + how the use of alcohol and drugs can lead to risky sexual behaviour.
  + how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

**Mental wellbeing**

* + how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
  + that happiness is linked to being connected to others.
  + how to recognise the early signs of mental wellbeing concerns.
  + common types of mental ill health (e.g. anxiety and depression).
  + how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.
  + the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

**Internet safety and harms**

* + the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
  + how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

**Physical health and fitness**

* + the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
  + the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
  + about the science relating to blood, organ and stem cell donation.

**Healthy eating**

* + how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

**Drugs, alcohol and tobacco**

* + the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
  + the law relating to the supply and possession of illegal substances.
  + the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
  + the physical and psychological consequences of addiction, including alcohol dependency.
  + awareness of the dangers of drugs which are prescribed but still present serious health risks.
  + the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

**Health and prevention**

* + about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
  + about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
  + (late secondary) the benefits of regular self-examination and screening.
  + the facts and science relating to immunisation and vaccination.
  + the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

**Basic first aid**

* + basic treatment for common injuries.
  + life-saving skills, including how to administer CPR.15
  + the purpose of defibrillators and when one might be needed.

**Changing adolescent body**

* + key facts about puberty, the changing adolescent body and menstrual wellbeing.
  + the main changes which take place in males and females, and the implications for emotional and physical health.