

# Relationships and sex education policy (from 2020)

The Chantry School



**Approved by:**

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## 1. Aims

It is our vision that all learners experience an education that has life-long benefit to them, where they are happy, healthy and successful and are well equipped for adult life.

The aims of relationships and sex education (RSE) at our school are to:

- › Help prepare pupils for the opportunities, responsibilities and experiences of adult life
- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Enable pupils to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- › Develop the capacity to make sound decisions when facing risks, challenges and complex contexts
- › Support young people to develop resilience, to know how and when to ask for help, and to know where to access support
- › Share a common language between pupils, teachers and parents that instills a mature attitude toward relationships

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and directed by paragraph 28 of the schools Articles of Association.

At The Chantry School we teach RSE as set out in this policy.

## 3. Policy development

This policy developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Assistant head teacher in charge of Personal Development (Melanie Palmer) pulled together all relevant information including national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy on 26/11/19.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

We define 'relationships and sex education' as the emotional, social and cultural development of pupils, which involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing facts and information, exploring related issues, and considering the values of pupils, the local community and British society. RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSE curriculum map can be found on our school website. It has been cross referenced with the DfE statutory guidance for Relationships and Sex Education and Health education, included in Appendix 1 . We will adapt our curriculum as and when necessary, to reflect any new statutory guidance, and the needs of our pupils.

Our curriculum was developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. It has been developed by the Assistant Head teacher in charge of PSHE, with the support of guidelines and resources from the PSHE Association. Medium term plans have been created to develop pupils understanding of RSE at age appropriate levels over five years. Year teams plan lessons using a wealth of resources to suit the needs of their classes. Our RSE curriculum is supported through reputable resources, including, The PSHE Association, NHS, NSPCC, Brook, WISH, Loudmouth, Medway Public Health Directorate, Islington Healthy Schools Team, BBFC, The Sex Education Forum, The RSE Service, EC Resources (PSHE Association endorsed).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › 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 children 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 children may have a different structure of support around them (for example: looked after children or young carers).

In teaching Relationships Education and RSE, we ensure that all pupils understand the importance of equality and respect. We comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst protected characteristics. Our medium term plans ensure that teaching is sensitive and age appropriate in approach and content.

For more information about our RSE curriculum, see our curriculum map in Appendix 1.

## **6. Delivery of RSE**

RSE is an integral part of our whole school personal, social, health and economic (PSHE) education curriculum. PSHE is delivered in a fortnightly 60-minute lesson by form tutors. Pupils can therefore develop the necessary skills, knowledge and personal attributes as part of a planned program of regular lessons that also address related factors such as media literacy, drugs and alcohol, equality and prejudice and health. Form tutors have a positive relationship with their tutees, and are best-placed to deliver RSE to their class, understanding the needs of pupils over five years.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). These are found in our SMSC provision audit which can be found on our website.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional in Year 10 and regular assembly style presentations with a DSL trained staff.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Planning thoughtful and appropriate lessons as required by the medium-term plans

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils, including SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

All form tutors are responsible for delivering RSE to their form groups. Regular RSE sessions are delivered centrally in an assembly by our Designated Safeguarding Lead staff, who provide consistent messages to pupils. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher, any member of LT or their Head of Year. All staff are supported as fully as possible with the delivery of RSE, through regular year team meetings and 1:1 support where requested. Staff are encouraged to seek advice and support from Mel Palmer if they have any concerns.

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Assistant Head teacher in charge of Personal Development will support staff through every RSE module and will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Melanie Palmer through:

- The creation of up-to-date medium term plans
- Quality assurance of lesson plans and resources
- Regular drop-ins to PSHE lessons
- Pupil voice feedback

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Melanie Palmer, Assistant Head teacher in charge of Personal Development annually. At every review, the policy will be approved by the governing board and the head teacher Dr Dickenson.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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>
Respectful relationships, including friendships	<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> <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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<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 jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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> <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</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>



## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	