

# Relationships and Sex Education policy

**CHELLASTON ACADEMY**



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and Chellaston  
Governors

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### 1. Aims

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

- Create a positive culture around issues of sexuality and relationships
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils to be citizens of the modern world, safely and thoughtfully

### 2. Statutory requirements

We are committed to ensuring all pupils have access to the statutory content and aims of RSE at our academy.

This policy works cohesively with our Trust and Academy protocols around Safeguarding, Equality, Relationships and SEND.

### 3. Policy development

This policy was originally developed in consultation with staff, pupils and parents in 2019- 20 to address the new guidance. The consultation and policy development process involved the following steps:

1. Review – a member of staff and working group pulled together all relevant information including relevant 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 and to share their views and feedback through an open survey

4. Pupil consultation – we investigated what exactly pupils want from their RSE. This remains a discussion point with the school council.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This updated version has been amended by the RSE lead after consultation with staff and students.

## 4. Definition

RSE 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.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

We recognise the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant persons to approach in our Academy.

We understand that teaching RSE in a secondary school should build on the learning at primary school. Through our network of feeder and Trust primary schools we work together to establish a benchmark for RSE provision to ensure that this learning will be built on developmentally.

Staff that deliver RSE will be provided with CPD to ensure that they are skilled in their delivery.

All teachers are given training on handling sensitive topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the Academy's provision for Spiritual, Moral, Social and Cultural development. The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE but teachers should also be aware of prejudice or bias and seek support wherever needed
- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns for a student on CPOMs before notifying the Safeguarding Lead or Deputy DSL.

## 6. Delivery of RSE

RSE is taught largely within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Philosophy, tutor time and Assemblies.

These lessons are Quality Assured in line with the whole school Teaching and Learning procedures.

Pupils also receive stand-alone sex education sessions delivered by trained health professionals through workshops such as Brook Health.

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).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

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

### 7.3 Staff

This area of education is overseen by the Deputy Head Teacher Mrs D. Eyre and led by Miss L. Jones on the senior team.

The Care and Guidance Team including DSL and SENCO are responsible for the development and accessibility of RSE material for all pupils along with their wellbeing and engagement.

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 headteacher.

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. They are to be reminded of the working practices within our Safeguarding policy, understand where to get help and support should they, or their peers require it and be able to ask questions without judgment.

## 7.6 Parents

We will engage with parents and carers when reviewing the policy, through timely communication and when reviewing and adapting our offer. Parents and carers should work with the Care and Guidance Team to discuss any questions or concerns they have regarding their pupil and we encourage further dialogue at home surrounding RSE. RSE in school forms part of a pupils' development and works in partnership with discussions and guidance in the home. Support is available for parents and this Policy and further guidance is available in other accessible formats and will be offered as such from the Care and Guidance team.

Useful links for Parents

- <http://www.brook.org.uk/>
- <http://www.sexeducationforum.org.uk/home.aspx>
- <https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationships.aspx>
- <http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

## 7.5 External Agencies

External agencies will be contacted and used to support RSE education based on individual pupil need.

They will also be used in addition to provide support, development and delivery of the curriculum providing specialist workshops and resources as approved by senior staff responsible.

## 8. Parents' right to withdraw

RSE is part of all students' education and it is hoped that all will participate. Some parts of RSE are compulsory – these are part of the National Curriculum for Science. Parents have the right to withdraw their children from some 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.

These areas include: Contraception, Sexual Health, STI's, Intimacy and pleasure, Pornography and perception.

Requests for withdrawal should be put in writing and addressed to the Headteacher. Any further support to access this should be directed through the pupil's Head of Year.

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

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

If there are any concerns about the topics or materials being taught, parents should get in touch with the child's tutor in the first instance.

## 9. Training

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

The headteacher and PSHCE lead 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, or offer online training packages.

Staff requesting further support will be given coaching and a mentor from the Care and Guidance Team.

ECT's and those needing further support will have further training as part of the Academy support on offer, the 'Being a tutor' session and Safeguarding CPD. They will also have a mentor assigned to support them and will be given support in the room during their delivery.

## 10. Monitoring arrangements

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

The policy and its implementation will be reviewed by Governors when required as we embed and adapt to any changes in guidance or implementation. At every review, the policy will be approved by the Governing board.

The lessons and delivery will be part of the internal QA procedures and include:

- Monitoring the use of teaching and learning styles through learning walks

- Monitor the use of teaching materials through work scrutiny

- Evaluate the effectiveness of the school's programme through QA processes

- Ensure Age related material is presented

The **RSE lead** will work regularly and consistently with the Deputy Head through Line Management, the **Headteacher** and **TRUST**, through review meetings, to evaluate the effectiveness of the subject and implement any changes.

This policy will be reviewed by the **Headteacher** in conjunction with the **RSE lead** when needed.

Any changes needed to the policy, including changes to the programmes, will be implemented by the **headteacher**.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

## 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>
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> </ul>



TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <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 1 An outline of the Chellaston Academy Plan for RSE appears below:

Science:

Aspects which fall within the remit of the 'reproduction' topic as described by QCA involve the Biology of reproduction.

Our reproduction topic is taught in the spring term of Yr 7.

There is also a topic in Yr 10 Biology which covers the hormonal aspects of reproduction, in terms of both the menstrual cycle and hormonal contraception and IVF treatment.

PSHE:

Relationships and Sex Education Programme by year group

Year 7	Year 8	Year 9
<ul style="list-style-type: none"><li>• Safe and positive relationships</li><li>• Family Types</li><li>• Parenting</li><li>• Forgiveness</li><li>• Falling in love</li></ul>	<ul style="list-style-type: none"><li>• Safe and positive relationships</li><li>• Marriage and long-term relationships</li><li>• Roles in the family</li><li>• Adoption and Fostering</li></ul>	<ul style="list-style-type: none"><li>• Safe and positive relationships - trust</li><li>• Roles in the family and domestic abuse</li><li>• Forced and arranged marriages</li></ul>
<ul style="list-style-type: none"><li>• Puberty and Hygiene</li><li>• Consent -unwanted contact</li><li>• Grooming (Cyber grooming)</li><li>• FGM</li></ul>	<ul style="list-style-type: none"><li>• Consent – Indecent image sharing</li><li>• Grooming (From a stranger)</li><li>• Child Sexual Exploitation</li><li>• FGM</li></ul>	<ul style="list-style-type: none"><li>• Consent -What does that mean?</li><li>• Grooming (friend or family member)</li><li>• Contraception</li></ul>

Year 10	Year 11
<ul style="list-style-type: none"><li>• Safe and positive relationships</li><li>• Non-stereotypical relationships</li><li>• Conflict management</li></ul>	<ul style="list-style-type: none"><li>• Safe and positive relationships</li><li>• Perceptions of relationships</li><li>• Break downs in relationships</li></ul>
<ul style="list-style-type: none"><li>• Consent</li><li>• Contraception (STI's)</li><li>• Prejudice around sexuality</li><li>• Intimacy and pleasure</li><li>• Grooming</li></ul>	<ul style="list-style-type: none"><li>• Consent – Safe sex, being ready, healthy choices</li><li>• Pornography and perception</li><li>• Sexual abuse - recognising the signs</li></ul>

These topic headings are not exhaustive and we have a commitment to organising additionally, age appropriate programmes, led by local Health Education organisations that will be scheduled at mutually convenient times of the year.

We are committed to equality and diversity and ensure that there are diverse examples used in our resources throughout our topics for example from BAME communities and LGBT relationships.

It is hoped that the Academy's SRE programme will complement and support the role of parents. Parents will be advised when SRE lessons are to be delivered. Parents are the key people in teaching their children about sex and relationships; maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.