



CHOSEN HILL SCHOOL

RELATIONSHIP & SEX EDUCATION POLICY

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CONTENTS PAGE

1. INTRODUCTION
2. LINKED DOCUMENTS AND POLICIES
3. AIMS
4. ROLE OF GOVERNORS
5. ROLE OF PARENTS
6. PARENTS' RIGHT TO WITHDRAW
7. DISSEMINATION OF THE POLICY
8. PROGRAMME
9. RSE DELIVERY WITHIN THE WIDER CURRICULUM
10. ASSESSMENT
11. PHYSICAL HEALTH AND MENTAL WELL-BEING
12. LESBIAN,GAY & TRANSGENDER (LGBT)
13. STAFF TRAINING
14. RESPONSIBILITIES AND PROCEDURE FOR MONITORING

Appendix 1:

CPSHE RSE programme by Year Group

RELATIONSHIP & SEX EDUCATION POLICY

1. INTRODUCTION

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development.

Lifelong Learning

Relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity. Parents and carers are the prime educators for children on many of these matters. The school's programme complements and reinforces this role, and builds on what pupils learn at home as an important part of delivering a good education.

Personal, Health, Moral and Social Education

Relationship and sex education is not an isolated issue. Students are encouraged to value their bodies and make responsible decisions on health, moral and socially related issues. To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. RSE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

Online Environments

The school is aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be living a substantial proportion of their life online. Where topics and issues are likely to be encountered by students online, the school takes this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

Equalities Act (2010)

When teaching RSE, the religious background of all students is taken into account when planning teaching, so that sensitive topics that need to be taught are appropriately handled. The school works to comply with the relevant provisions of the Equality Act (2010), under which religion or belief are protected characteristics.

Provisions within the Equality Act (2010) allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected

characteristic. The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational needs and disabilities (SEND). This is taken into consideration in designing and teaching the RSE units.

The school regularly reviews the makeup of the student body, including the gender and age range of students, and considers whether it is appropriate or necessary to put in place additional support for children with particular protected characteristics (which mean that they are potentially at greater risk). The school considers what it can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on children based on their gender or any other characteristic, including through RSE and as part of a whole-school approach.

Students with Additional Needs

RSE and Health Education is accessible for all students. This is particularly a focus when planning teaching for students with special educational needs and disabilities. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. The school is mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these RSE topics for those with SEND.

RSE and the Law

Teaching of RSE reflects the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

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

RSE has three main elements:

- attitudes and values:
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas;
 - developing critical thinking as part of decision-making.
- personal and social skills:
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict;
 - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding:
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;

- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

Teaching about positive relationships is underpinned by a wider, deliberate cultivation and practice of resilience and positive virtues in the individual. This includes believing a student can achieve goals and sticking at tasks that will help them do so, even when the reward is distant or uncertain or you come up against challenges (growth mindset), honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity, trustworthiness and a sense of justice. The school provides planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

The policy exists in order to provide appropriate and accessible information so that students are able to make informed decisions and are then able to express their opinions in an assertive, positive and sensitive manner without undue influence from their peers, media or society.

2. Linked Policies and Key Documents

The following policy should be read in conjunction with and has been prepared by reference to:

School policies and protocols:

- Equality and Diversity policy
- Safeguarding and Child Protection policies
- Behaviour Management policy
- Anti-Bullying Policy
- Health and Safety policy
- SEND policy
- CPSHE policy
- LGBT protocol
- E-Safety policy
- Healthy Schools Award strands
- Mental Health and Emotional Well-Being policy

Guidance Documents:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – July 2018
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools)
- Equality Act 2010 and schools
- SEND code of practice: 0 -25 (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools)
- Sexual Violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMCS in schools (guidance)
- The Equality and Human Rights Commission Advice and Guidance

3. AIMS of Relationship and Sex Education at Chosen Hill School

The aim of RSE 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, a good colleague and a successful marriage, civil partnership or other

type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help students 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.

The key aims of the school's RSE programme are:

- To provide knowledge about loving relationships, the nature of sexuality and processes of human reproduction.
- To lead to the acquisition of understanding and attitudes in order to enable them to view their relationships in a responsible and healthy manner.
- To provide a programme, which is tailored not only to the age but also the understanding of students.
- To present information in an objective, balanced and sensitive manner with awareness of the law on sexual behaviour.
- To encourage students to appreciate the value of stable family life, marriage, civil partnership and responsibilities of parenthood.
- To allow students to examine the physical, emotional and moral implications of behaviour and to appreciate the need for both sexes to behave responsibly regarding sexual manners.
- To develop awareness of sexual identity, and to challenge sexism and prejudice in society.
- To encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- To develop understanding of what constitutes a 'healthy' sexual relationship including exploration of teen domestic violence, sexual exploitation/consent
- To explore the influence of technology on sexual behaviour including on-line pornography and sexting.
- To explore issues related to gender identity within a framework of understanding and tolerance of difference.

Informative discussions covering the transmission of Sexually Transmitted Diseases will, by the very nature of the subject, include mention of sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, at the same time trying to avoid the development of bias and prejudice. Staff are also aware that they may be dealing with students who are HIV positive or who have close links with others who are.

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

Knowledge about safer sex and sexual health remains 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-judgemental, factual way and allows scope for young people to ask questions in a safe environment.

4. ROLE OF GOVERNORS

As well as fulfilling their legal obligations, the governing body makes sure that:

- the subject area is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teachers explore how new pedagogies and technology can be fully utilised to support delivery of RSE;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on RSE content and the right to request that their child is withdrawn;
- RSE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

5. ROLE OF PARENTS

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school aims to ensure parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents are given the opportunity to understand the purpose and content of RSE through the policy review process and through school events aimed at providing information and guidance on key topics as appropriate.

6. PARENTS' RIGHT TO WITHDRAW

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE with the exception of those parts included in the National Curriculum.

Before granting any such request the CPSHE Lead or the head teacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The CPSHE Lead or the head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This may include 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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, 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 make arrangements to provide the child with sex education during one of those terms.

For the vast majority of pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the head teacher in deciding whether to grant a parental request, however there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision.

If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

A parental letter outlining general areas covered in the sex education programme will be issued to parents/guardians of Year 7 students annually and then the signed returned forms are retained in students' individual files. Further to a review or changes to policy, all parents will receive notification of the change to policy and be asked to return a signed consent form.

7. DISSEMINATION OF THE POLICY

The school's RSE policy is available for review by parents via the school's website and the parent portal. Following review and annually parents will be invited by letter and email to review the policy and sign a letter of consent for their child to attend lessons and related events and activities for the delivery of the school's RSE programme.

8. PROGRAMME

The RSE programme is co-ordinated by the Head of Citizenship, Personal, Social and Health Education (CPSHE) and delivered by a team of teachers in a number of 60-minute lessons. Subject staff in RE may also cover broader issues related to RSE in their Schemes of Learning. The Sex Education elements of the National Curriculum Science Order are mandatory for all students of secondary school age.

Chosen Hill School believes that learning about relationships and sexuality is a process and that will occur in both the school and home setting and in both formal and informal ways. However, relationship and sex education is much too important to be left to chance and, therefore, it is part of a planned, coherent and relevant CPSHE education programme. Students are taught relationship and sex education in mixed groups unless it is felt inappropriate to do so.

The programme is delivered through a variety of styles and approaches to suit the topic and ability level. Whole group and small group discussion, didactic teaching, role-plays, displays and student own research and information gathering from specific websites.

Films and visual resources are used to provide information and trigger discussion. They are useful to put across a range of different viewpoints, which may not otherwise be expressed. All visual resources used are viewed by teaching staff in advance and their suitability and relevance debated.

External agencies and visitors form a valuable part of the delivery team, complementing but never substituting for teachers. These may include, for example, the school nurse, a volunteer doctor, family planning clinics, Samaritans, Police and Healthwise and occasionally theatre groups.

As with any visitor, the school checks the visitor or visiting organisation's credentials. The schools also ensures that the teaching delivered by the visitor fits with their planned programme and their published policy. The school discusses the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the students. The school asks to see the materials visitors will use in the sessions as well as a session plan in advance, so that they can co-plan, including ensuring that it is adequately differentiated to meet the full range of students' needs (e.g. special educational needs). It is agreed how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

SPECIFIC ISSUES:

- Teachers may encourage individual students to seek professional health advice when appropriate. There is thus no legal barrier to teachers giving encouragement and explicit information on using local sexual health services to all students either individually or as part of their education programmes. In all cases, however, the teacher has a general duty to ensure that the students are aware of moral, physical and legal implications.
- A teacher approached by students for advice should, wherever possible, encourage them to seek advice from their parents/carers, and, if appropriate, from the relevant health service professional. We are fortunate in having a Medical Officer and access to the School Nurse service.
- Controversial topics may arise which depend on the judgement of individual teachers as to whether the topics are suitable for class discussion.
- Confidentiality - wherever possible teachers will forge trust with students, however, teachers are aware that at all times it is their professional responsibility to inform students that any information which *should be* passed on to others *will be* passed on and that confidentiality in such circumstances, cannot be kept. Any concerns about sexual abuse must be followed up under the school's Child Protection and Safeguarding Procedures.

For overview schedules of year group CPSHE programmes, see appendix 1.

9. RSE DELIVERY WITHIN THE WIDER CURRICULUM

Science

The Science curriculum covers relevant aspects of anatomy, puberty, and biological aspects of sexual reproduction and use of hormones to control and promote fertility.

Physical Education

The national curriculum for PE aims to ensure that pupils:

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

The school integrates education about physical health into the broader curriculum and whole school life and tailors the offer to meet the needs of students. Health education in RSE complements what is already taught through physical education, developing core knowledge and broader understanding that enables people to lead healthy, active lives.

Computing & ICT

Computing & ICT cover e-safety at all pathway stages, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

10. ASSESSMENT

The school has the same high expectations of the quality of students' work in CPSHE as for other curriculum areas. The curriculum builds on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.

Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Teaching is assessed and assessments used to identify where students need extra support or intervention.

Whilst there is no formal assessment for CPSHE in the sense of an examination, practice in assessment uses a range of methods, for example, written assignments or self-evaluations, to capture progress (CPSHE Assessment, Marking and Feedback policy).

11. PHYSICAL HEALTH AND MENTAL WELL-BEING

The aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa. Chosen Hill school actively promotes students' self-control and ability to self-regulate, so that increasingly they become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant. This integrated, growth mindset whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing and engender an atmosphere that encourages openness so that students feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing. The school's work has been recognised in this area with through its status as a GHLL Mental Health Champions accredited school.

12. LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LBGT)

All students should feel that the RSE 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 coming to terms with their sexual orientation or gender identity. There is equal opportunity to explore the features of stable and healthy same-sex relationships. This is integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

13. STAFF TRAINING

Appropriate courses are made available for relevant staff.

14. RESPONSIBILITIES AND PROCEDURE FOR MONITORING

The monitoring of the delivery of the relationship and sex education at the school will be conducted in line with the whole school self-evaluation and monitoring arrangements and schedule.

The adopted policy is published on the school website.

Under the 1993 Education Act all schools must provide and make available for inspection, an up-to-date policy describing the content and organisation of RSE outside National Curriculum Science. This school Governing Body is responsible for producing and maintaining written policy on relationship and sex education.

This Relationship and SEx Education Policy was adopted by the Governing Body in November 2018 and will be reviewed every 2 years or sooner if necessary.

Governors Sub-Committee	Learning and Outcomes
Date approved on behalf of the Governing Body	November 2018
Date of Next Review	November 2020
Signed (signature)	
Name	

Appendix 1:

CPSHE RSE provision by Year Group