



Chetwynde
School

WHOLE SCHOOL POLICY FOR Sex Education and Healthy Relationships

Policy area: Delivery of Relationship Education (Primary) and Relationship and Sex Education (Secondary) within PSHE

Date established: February 2016

Date last revised: January 2023

Date of next revision: January 2024

This policy will be reviewed in full by the Board on a yearly basis, or more frequently if there are changes in policy. It is due for review in January 2024

Signed

Head of School : Mr S. Jefferson

Date: 6th March 2023

Signed

Board Chair Mr J. Burgess

Date: 6th March 2023

Overview

From September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum

This policy is designed to correspond to the DfE's Sex and Relationship Education Guidance. It outlines the philosophy underlying Chetwynde's attitude towards relationship and sex education which is one of encouraging children and young people to make safe and responsible personal decisions. It is an education not to be delivered in isolation but holistically. It is to support young people through the natural changes of adolescence and to encourage positive behaviour patterns within positive, supportive and loving relationships.

- The guidance should be read in conjunction with:
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Policy statement

Sex and relationships education is an essential part of the school's PSHE programme and is delivered in form time and complemented by units in Science and Religious Studies. It is a lifelong learning about physical, moral and emotional development

Sex education is an intrinsic aspect of the pastoral provision overseen by the Deputy Head, Head of PSHE, Primary SENCo and the Heads of Key Stage

Effective sex education does not encourage early sexual experimentation

The roles of the Head teacher, parent voice and Governing Body are crucial

Sex education is not about the promotion of one kind of sexual orientation or activity

The importance of strong and mutually supportive relationships needs to be emphasised

The best sex education is done with a whole-school approach, involving staff, parents, pupils and visiting speakers and across subjects

The personal views of individual teachers should not influence their teaching which must be within the agreed PSHE framework.

Sex and Relationships Education

Who is responsible for the policy?

The Head teacher with the Deputy Head, Head of PSHE and Primary PSHE Lead are responsible for the policy and its implementation. The policy must then be read, discussed and agreed annually by the Governing Body. The policy must be updated as DfE guidance changes or as the school deems appropriate.

Who is responsible for delivery?

- In the Primary School, healthy relationships, conception and puberty education is to be overseen by the Primary PSHE Lead and delivered by classroom teachers and appropriately qualified external agencies.
- In years 7 to 10, healthy relationships and puberty education is to be overseen by the Head of PSHE and delivered by teaching staff. It then develops as the students' progress into Year 11 into units on safe sex, contraception and relationships and is delivered by form teachers.
- The biology of human reproduction and the causes and signs of puberty are delivered within the Science curriculum from Key Stage 3 by qualified Science teachers
- SEND pupils may receive some sex education from their LSAs in separate study sessions as appropriate

How is sex and relationships education monitored?

- The delivery within the Primary department is monitored by the Primary PSHE Lead. They will conduct lesson observations and work scrutiny. It is their responsibility to inform parents of any lessons or resources which she might feel need parental knowledge and/or consent
- The delivery within the Science Department is monitored by the Head of Science via lesson observations and work scrutiny
- The delivery within the PSHE department is monitored by the Head of Humanities/PSHE. It is their duty to access and prepare the schemes of work with this policy in mind and to arrange lesson observations. It is also good practice to provide opportunities for the student and parental voice to be heard e.g. through questionnaires
- The Senior Leadership Team will also monitor the quality of education delivered and the learning achieved by pupils.
- The SLT/DSL/SENDCo will monitor and record any sex education given individually or in small groups to certain cohorts who might need specialised help e.g. courses on sexual exploitation
- The Governing Body must appoint a Governor with responsibility for sex education. This might be the Governor responsible for Safeguarding. The GB reviews, discusses and agrees this policy on an annual basis
- The Head of Humanities/PSHE must be aware of the Social Exclusion Report on Teenage Pregnancy and the role of effective sex and relationship education in reducing the incidence of teenage conceptions.

Sensitive use of materials

Teaching staff should use the material and resources provided by the Head of PSHE. Additional resources for example, internet sources, demonstration artefacts and talks by external specialists may be sourced by the Head of PSHE/Primary PSHE Lead where deemed necessary after discussion with the SMT and, if necessary, only introduced after consultation with the Parent Council.

The age and cultural background of individual students must be taken into account.

E-safety must be considered at all times.

Use of demonstration artefacts should usually be preceded by a letter home. The Head of PSHE should ensure that students are given full information about different types of contraception, including emergency contraception and their effectiveness.

Sex and healthy relationship education in the Primary School

Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. This scheme of work will be tailored to the age and maturity of the children

They should be taught about:

- How to express their feelings
- How to talk about relationships
- How to ask for help and support if worried
- Healthy relationships
- The importance of self-esteem
- How to name the parts of their bodies
- How the different parts of their bodies work
- How a baby is born
- Puberty, including voice breaking and periods

Sex and healthy relationships in the Secondary School

This scheme of work should be delivered within the PSHE curriculum in conjunction with the Key Stage 3 and 4 provision of Science. This scheme of work needs to be delivered within the broader context of encouraging healthy self-esteem, effective communication and an understanding of taking responsibility for behaviour and consequences.

The focus must be equally on boys as girls.

There should be a focus on developing positive values and choices.

Themes covered include

- *Healthy and Unhealthy Relationships*
- *Consent*
- *On and Offline Relationships*
- *Love, Romance and Relationships*
- *Marriage and Civil Partnerships*
- *Grooming*
- *Social Media and its Effects on Relationships*
- *Puberty and Wet Dreams*
- *Menstruation and Menopause*
- *Gender and Identity*
- *Sexting and Image Sharing*
- *Pornography/Revenge Porn*
- *FGM*
- *Safe Sex and Contraception*
- *Good Sexual Health and STI's*
- *Peer Pressure*
- *Intimacy and Pleasure*
- *Fertility*
- *Abortion*
- *Relationship Breakups*

Ethnicity and Religion

RSE lessons have been adapted to keep in line with religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. They include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM). Lessons are culturally appropriate and inclusive of all children.

SEND

All schools have a duty to ensure that their students with SEND also access appropriate sex and relationships education. Some SEND children may be more vulnerable to abuse and there may well be parental fears that need to be taken into account. Parental consultation is again vital. It may well be that some SEND are taught in smaller groups by LSA's and that the resources are differentiated by the Head of PSHE or Primary PSHE Lead.

Homophobia and sexual orientation

RSE fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. It must be respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'. Any language or behaviour that is deemed to be homophobic bullying needs to be reported to the HOKS, SMT and appropriate action taken accordingly to the Behaviour Policy. Healthy relationships are defined as supportive, loving, monogamous and respectful. Teaching must address the needs of all students in an honest and sensitive way.

Teaching strategies

Pupils and staff may need to overcome embarrassment when discussing certain issues. It is important that different teaching strategies are utilised to encourage pupil confidence and to lessen potential parental concerns.

Teachers need to:

- Establish ground rules for how pupils should behave, ask questions, use language and not try to elicit personal confidences
- Encourage reflection and self-evaluation of views and choices
- Use distancing techniques e.g. use impersonal or invented examples not identifiable ones, role playing, visiting theatre or speakers or project work
- Ensure that all discussion and materials are age appropriate and that meanings of words are explained in a sensible and factual way
- Undertake training as provided by the Head of PSHE and Primary PSHE Lead

The parental right to withdrawal

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory 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. There is no right to withdraw from Relationships Education or Health Education.
- Any request for withdrawal must be made in writing.
- The school will then direct the parents towards the DfE policy and resources for sex education at home.
- If the Head teacher feels that the request for withdrawal is unreasonable and/or leaves a young person vulnerable and at risk, then further support may be sought from School Health or Children's Services if it is deemed to constitute neglect.

Working with parents and carers

- Parents are seen by the school as an essential support in successful delivery of this part of the curriculum and may well be in need of reassurance that the school's attitude and delivery mirrors their own.
- Communicating our PSHE and RSE programme with parents through the PSHE Newsletter, school website, emails and school Jotter app.
- We will communicate the RSE elements of PSHE via the school PSHE newsletter

Working with the community

Educating young people and developing their self-esteem, confidence and ability to make sensible decisions whilst considering consequences is best done as a partnership between parents, schools and many other outside agencies. These might include Children's Services, youth workers, the police, school nurses, the Brathay Trust, Barnardo's, Sexual Health workers and other specialists.

Confidentiality

It is paramount that all concerned realise that the students' best interests are always at the heart of any policy and must be maintained. It is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external guests and contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. This will be explained to all school visitors.

Pupils' questions will be answered by the class teacher if they feel confidently equipped to answer it. If a teacher is unsure on how to answer a particular question they should contact the Head of PSHE or Primary PSHE Lead. For some lessons (in particular sex education lessons) teaching staff should use an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

- Teachers cannot offer pupils absolute confidentiality
- If a confidence needs to be passed on, the student should be informed and helped to deal with the situation and possible consequences as appropriate
- All staff need to be aware of the school's Safeguarding and Child Protection policy and when this might be relevant to a pupil disclosure
- Students need to know that there are bodies which can offer confidentiality eg the School nurse, their GP
- If a teacher learns that a student under the age of consent is having, or contemplating having, full sexual intercourse then the student needs to be informed of the legal position, encouraged to talk to their parent and given appropriate counselling regarding contraception and STDs. If the student is not prepared to talk to a parent, the school designated safeguarding officer must decide whether the circumstances warrant disclosure to the parent/carer.
- Students in KS4 should have confidential access to condoms and this will be monitored by the Head of PSHE and Deputy Head.

Links with other policies

This policy links to the following policies and procedures:

- Whole School Policy for PSHE
 - Behaviour Management Policy Procedures
 - Exclusion policy
 - Misuse of drugs Policy
 - Preventing and tackling Bullying
 - Governor code of conduct
 - Equality Policy
 - SEN Policy and Information Report
 - Staff Handbook
 - Assessment, reporting and Feedback Policy
 - Curriculum Policy
 - Homework Policy
 - T&L policy
 - LAC Policy
- Safeguarding
- On-Line Safety