

CHESNUT LODGE SCHOOL RELATIONSHIP AND SEX EDUCATION POLICY

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills required by pupils if they are to establish and maintain positive relationships. It enables young people to make responsible and informed decisions about their health and well-being.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is our aim to equip children and young people with the information, skills and positive values, to be able to take responsibility for their sexual health and well-being.

Sensitivity and respect should be shown to all children when teaching elements of RSE, realising that;

- RSE is based upon respect, compassion and trust.
- RSE is sensitive to the circumstances of all children and young people.
- Issues regarding sexuality are addressed sensitively.
- The understanding of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships.

Aims

The aims of relationships and sex education (RSE) at Chesnut Lodge are to:

- 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.
- Develop confident and effective communicators who value themselves and others
- Meet the needs of all pupils enabling them to reach their full potential
- Develop in young people the skills and understanding to have the confidence to approach their relationships in a positive way
- Ensure young people are aware of personal space and their right to privacy

Statutory guidance:

In September 2020 The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils. It has also made compulsory for all schools to teach Health Education. Currently the status of RSE differs across different types of schools. As a maintained school we must provide relationships education to all primary aged pupils. We are not required to provide sex education, but do need to teach the elements of sex education contained within the science curriculum.

For secondary aged students we must provide a programme of RSE and therefore have a statutory duty to teach a programme of relationship and sex education which includes work on HIV, AIDS and other sexually transmitted infections. In teaching RSE, we must have regard to the guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Any school therefore which provides RSE has a statutory duty to have 'due regard' to the Secretary of State's Sex and Relationship Education Guidance (DfES, 2000) and within this, schools are required to have an up-to-date policy on RSE which must be available for inspection and to parents/carers on request and is the responsibility of the School Governors.

The National Curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. Human reproduction is covered within the science curriculum of the National Curriculum.

Chesnut Lodge already has a programme of RSE and health education well established and therefore we will endeavour to build on current good practice.

The PSHE association states that:

"It is important that sex and relationships education be taught as part of PSHE education which develops essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice. It is therefore recognised as best practice for RSE to be taught as part of a broader PSHE curriculum, to help pupils to develop the skills, knowledge and personal attributes they need to manage their lives and is endorsed by leading RSE bodies. (2019 guidance)"

Guidance to inform the policy:

This policy has been written and informed by the following documentation:

- *Relationships Education, Relationships and Sex Education, and Health Education in England Government consultation DFE June 19*
- *PSHE association programmes of Study 2020*
- *PSHE association SEN Framework 2020*
- *Keeping Children Safe in Education DFE September 20*
- *Sex and Relationship Education Guidance 2000 DFE*
- *Sex and relationship Education for the 21st Century PSHE Association*
- *The Equalities Act 2010*
- *SEND Code of practice*
- *FPA Relationship and Sex Education 2019*
- *National Curriculum 2013*

What is high quality relationship and sex education?

The principles of high quality RSE in all schools as outlined by the PSHE association are set out below.

Relationship and Sex Education:

- *is a partnership between home and school*
- *ensures children and young people's views are actively sought to influence lesson planning and teaching*
- *starts early and is relevant to pupils at each stage in their development and maturity*
- *is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent*
- *includes the acquisition of knowledge, the development of life skills and respectful attitudes and values*
- *has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services*
- *helps pupils understand on and offline safety, consent, violence and exploitation*
- *is both medically and factually correct and treats sex as a normal and pleasurable fact of life*
- *is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience*
- *helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media*
- *teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.*

- *promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs*

It contributes to:

- *a positive ethos and environment for learning*
- *safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school*
- *a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence, and an understanding of the difference between consenting and exploitative relationships*
- *helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice*
- *reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.*

Our approach to Relationship and Sex Education:

We have decided at Chesnut Lodge to take a whole school approach to the teaching of relationship and sex education and therefore the teaching of RSE is sensitive to the age and aptitude of the children, but straightforward and factual in line with the law, provides up to date guidance and has a sound pedagogy. It aims to reflect the reality of young people's lives today, especially the persuasive influences of television, video, the internet, social media, peer pressure and young people's literature.

At Chesnut Lodge School Relationship and Sex Education has always been embedded within the PSHE curriculum. It is a carefully planned programme and is part of a developmental curriculum at both primary and secondary stages of education. It is reviewed regularly as the needs of pupils' demand.

Our RSE programme reflects the school ethos and demonstrates and encourages positive attitudes, helps develop personal and social skills and improve students' knowledge and understanding.

We aim to comply with the relevant provisions set in the Equalities Act and are sensitive to religious and cultural perspectives; promote equality, inclusion and acceptance of diversity; promote strong and stable relationships; and provide children and young people with a clear sense of rights and responsibilities. Ultimately we will encourage pupils to have regard to moral considerations and the values of family life and mutually stable and loving relationships.

We believe that RSE is much more than merely learning about biological facts; it is about learning about the relationships we form in our lives. RSE teaches our students how to relate to others and why it is important to respect the rights and feelings of all people. It prepares our young people to cope with the physical and emotional challenges of growing up whilst recognising the importance of protecting themselves from abuse and exploitation. RSE involves imparting knowledge, developing personal skills and challenging attitudes, allowing students to manage their relationships in a responsible and healthy manner.

We use the PSHE association SEND framework of learning as a guide to our curriculum delivery, but take a bespoke approach when dealing with the more complex learning needs of individuals. It is important to note that content is largely dependent on the needs and abilities of our students and we therefore tailor the content to the needs of our students. Students with more profound and complex learning needs may have a totally different context for learning than more able students.

Consultation with pupils regarding RSE is crucial if teaching is to meet the needs and address the issues facing our young people. Our pupils often require repetition in learning, in order to consolidate their understanding and this is built into our programme.

We believe that effective and high quality RSE is essential in order that our young people make responsible and well informed decisions about their lives. Successful RSE embedded within the context of developing emotional wellbeing and relationships will help our children and young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood.

We want young people to have access to accurate information about relationships, including sexual relationships, to ensure that they are confident and comfortable with the changes during puberty, are sexually healthy and emotionally safe. It is important that our school is a safe place for young people to make sense of the information they are exposed to through the media and other influences. Therefore, online safety will be highlighted within our programme to ensure that young people are aware of the dangers of unsafe internet use and social media technology.

There will be opportunities for mixed and single sex sessions depending on the specific issues and the level of maturity within the groups. Specialist and one-to-one support will be available for individual students to answer questions of a personal nature and to inform young people about sources of help and advice and where necessary interventions will be used to support individual learning needs.

Consolidating understanding of body parts, identifying the physical and emotional changes attributed to growing up all form the main focus during secondary phase RSE and when it is deemed appropriate students will be taught about the Laws pertaining to sex, gender identity and sexual health. Teaching about consent and exercising our rights is integral to all specific RSE taught at Chesnut Lodge School.

These areas of learning are taught within the context of family life taking care to ensure that there is no prejudice towards pupils based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers)

We are committed to working with parents and recognise the importance of good parent-school relationships this is particularly pertinent when dealing with often sensitive issues pertaining to RSE. Parents may review the resources used for teaching in order to support their child at home.

Curriculum Delivery:

As part of our overall PSHE curriculum RSE will be taught in a well-planned and coherent manner. We recognise that the learning needs of our young people at Chesnut Lodge are diverse, and all RSE will be carefully considered to ensure that it is appropriately differentiated and relevant to the needs of our school community. We will take into account the age, level of maturity and the needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Policy document:

This policy was reviewed by Miss Susan Rathbone (PSHE co-ordinator) through consultation with Anne Butchard, the leadership team, Mrs Janet Bird (Staff Governor with responsibility for monitoring the teaching of RSE across the school) staff members and ratified by Governors. The policy can be viewed via our school website and as part of our safeguarding portfolio on our school server. It is freely available to parents and parents will be informed of any changes to the policy through our school website and newsletter. Parents/carers may contact the school if they require any additional information.

Assessment, Recording and Reporting

Assessment of a student's progress is largely through teacher assessment using observation and discussion based evidence, and where applicable student self-assessment. Evaluations following the programme often inform future planning and may identify students requiring further intervention. This may be offered on an individual basis if required. Where a specific need is identified personal target setting is carried out in

negotiation with pupils and their parents; areas may include for example, coping with changes as a result of puberty, keeping clean or dealing with personal safety etc.

Summative assessments using B Squared PSHE record progress and attainment.

Personal, social development is recorded for our younger pupils using the Development Matters tracker and profile.

Monitoring and Evaluation:

The PSHE coordinator will be responsible for the monitoring of the planned provision for Relationship and Sex Education and will ensure that the RSE programme is being effectively delivered, and that resources are available and appropriate to the needs of our diverse school population. He/she is responsible for liaising with outside agencies in order to offer a coordinated and enriched programme of learning for students.

Roles and Responsibilities

- **The governing board**

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

- **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/non-science components of RSE.

Staff within relevant Key Stages 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 head teacher.

Pupils

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

Working with Outside Agencies:

The school actively co-operates with outside agencies in order to support and enhance our teaching programme. Their advice and support is carefully planned to integrate with our existing RSE programme. The school is currently supported by the Health Improvement Team and Cheshire's Community Police Liaison officer.

Confidentiality, Disclosure and Sensitive Issues:

If a young person makes a disclosure to a member of staff, the member of staff must make it clear to the young person that they can offer no guarantee of confidentiality. The young person will be reassured that their welfare is of paramount importance and they will be informed that information will be passed to the Designated Safeguard lead if there are safeguarding concerns. (Refer to Safeguarding and Child Protection policy on dealing with disclosures). Distancing techniques will be used to divert personal questions.

Parents' right to withdraw.

The school values the role of parents/carers and welcomes their expertise and knowledge. The school consults with parents prior to impending RSE lessons. They are informed about the Sex and Relationship Education policy, this is available on the school website.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.

Primary

Within Primary, parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE

Requests for withdrawal should be put into writing and addressed to the head teacher.

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

Secondary

Parents have the right to withdraw their children from the non-statutory/non-science 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 and addressed to the Head teacher.

Before granting a request parents will be invited to share their concerns and will be given opportunities to discuss the programme with the Head teacher and RSE lead.

Alternative work will be provided for pupils who are withdrawn from sex education.

Links with other school policies:

- Safeguarding and child protection
- Intimate care
- E Safety
- Code of conduct
- Confidentiality
- Health and safety

This policy will be made available to parents on request and will be disseminated to staff and governors.

Reviewed by Susan Rathbone (spring '21)

Due for review:

Signed: _____ (Headteacher)

Signed _____ (Chair of Governors)

Version Control	Date released	Date effective	Approved by	Amendment
1	Spring 2013	May 2013	All staff and governors	Update of current (AB)
2	Spring 2014	March 2014	All staff and governors	Update of current policy (AB)
3	Spring 2015	April 2015	All staff and governors	Update of current policy (AB)
4	Summer 17	May 2017	All staff and governors	amended policy (AB)
5	Summer 19	September 19	All staff and governors	Update of current policy (AB)
6	Spring 21	March 21	All staff and Governors	Reviewed and amended (SR)

