



# **Relationships & Sex Education Policy**

**Chauncy School**

**March 2018**

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# Chauncy School

## Relationships and Sex Education Policy

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, PHSE programme of study 2013, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

### Consultation Process:

- Review of RSE curriculum
- Consultation with school governors

### What Is Relationship and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance for family life, stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### Principles and Values

In addition, Chauncy School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all young people
- encourage and support family commitment, love, respect and affection, knowledge and openness. 'Family' is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- recognise that the wider community has much to offer. We aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationship and Sex Education in this school has three main elements:

### Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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
- challenging myths, misconceptions and false assumptions about normal behaviour.

## Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

## Knowledge and Understanding

- learning and understanding different stages of physical development;
- 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.

## Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

## Organisation and Content of Relationship and Sex Education

- Sex and Reproduction are taught in KS3 Science lessons in Year Seven it is also covered in KS4 GCSE Science.
- There is a cross curricular element to Relationships and Sex Education with many subjects contributing discrete or related content which is directly applicable. For example, Religious Education, English Literature, Drama and Geography explore topics such as abortion, contraception, sexually transmitted infections and relationship issues.
- Whilst the school nurse service no longer provides a drop in facility at the school, they do run a 'Chat Health' text based service that students can access and Chauncy School publicises on their behalf - 07480 635050.

- NHS Sexual Health Hertfordshire also signpost services for Under 25s via Chauncy School at their Bowling Road Clinic in Ware. This is an appointment only service that provides services pertaining to contraception and sexually transmitted infections.
- These services provide the students with sex and relationship information and advice and follow independent policies and CP guidelines.
- We have a Health Week at Chauncy School in November each year. As part of the programme we provide specific lessons, guest speakers, workshops, seminars and Theatre in Education opportunities on a range of topics including Relationship and Sex Education.
- We run a programme of Lower, Upper and Senior School Assemblies throughout the year which include content pertaining to Sexual Health Issues, Cyber Safety and Wellbeing.
- There is an annual information evening for all parents held in school with regards to Relationship and Sex education. This is delivered by the School Nurse Team as part of our Parenting Club provision.
- Chauncy School employs Tip of the Iceberg, a Theatre in Education provider to visit each year group and deliver either a half day or a full day of PSHE relating to Sexual Health, LGBTQ issues, Relationships and Wellbeing.
- With regards to sexual health and wellbeing, we have three trained Designated Senior Persons in the school, to effectively deal with safeguarding and welfare issues should they arise.

## **Inclusion:**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

Parents/carers have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity.

## **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **Monitoring and Evaluation of Relationship and Sex Education**

It is the responsibility of the Senior Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

**Policy Reviewed by: Mr S W Walton (Deputy Headteacher)**

**Date established by Governing body: 15<sup>th</sup> March 2018**

**Date for full implementation: 15<sup>th</sup> March 2018**

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