



Chauncy School

Relationships & Sex Education

2022 – 2023

Approved by Governing Body: 29th July 2022

Next Review: July 2023

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Introduction

This policy covers Chauncy School's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. Chauncy School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the aims, ethos and values of our school and its commitment to equality and celebration of difference.

Our aims are:

- to provide inspirational teaching and learning, underpinned by a broad, ambitious, responsive and dynamic curriculum
- to welcome students of all abilities, enabling each one to enjoy learning and achieve their very best
- to be a learning centre within our community
- to enable young people to become confident individuals who live safe, healthy and fulfilling lives
- to develop our young people as responsible citizens who make a positive contribution to society

This policy was produced in consultation with our staff, board of governors, students and parents / carers. We will ensure the policy is effectively communicated to staff and parents / carers, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students. The policy should be read in conjunction with other relevant policies:

1. Anti-bullying policy
2. Behaviour policy
3. Child Protection & Safeguarding policy
4. PSHE and Citizenship policy
5. SEND policy
6. Curriculum policy
7. E-safety policy

Equality, inclusion and social justice

Schools should consider what they 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 students based on their gender or any other characteristic, including through these subjects and as part of a whole school approach. (RSHE Guidance, p14).

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every student feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE.

An inclusive RSE at School/Trust will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

Definition of relationships and sex education

Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. (RSHE Guidance, p25).

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.¹ We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents / carers who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.²

¹ The definition for Relationships Education and Sex Education are model definitions created by the Sex Education Forum.

² This text is taken from the Sex Education Forum.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our students to build positive and respectful relationships online and offline. We seek to ensure that it gives students the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

The curriculum programme is developed by PSHE Coordinator - Steve Walton (Deputy Headteacher) in conjunction with the views of teachers, students and parents / carers.

At Chauncy School we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students, including those students with SEND. The current RSE guidance suggests that secondary schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary education:

Families

Pupils should know

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.

- 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents / carers with respect to raising of children, including the characteristics of successful parenting.
- 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.

Respectful relationships, including friendships

Pupils should know

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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).
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

Online and media

Pupils should know

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.

- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- 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.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe

Pupils should know

- 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.
- 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).

Intimate and sexual relationships, including sexual health

Pupils should know

- 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.
- 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.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- 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).
- 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.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.

- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Our statutory scheme of work will include:

- Sex and Reproduction (Year Seven Science)
- Physiology and anatomy (Year Seven Science)
- Puberty and the menstrual cycle (Year Seven Science)
- Sex and Reproductive Health (Year Ten Science)
- Contraception (Year Ten Science)
- Pregnancy and Fertility (Year Ten Science)
- Sexually Transmitted Infections and treatment (Year Ten Science)

There is a cross curricular element to Relationships and Sex Education at Chauncy School with many subjects contributing discrete or related content which is directly applicable. Religious Education, English Literature, Drama, History and Geography explore topics such as LGBTQ+ history, abortion, contraception, sexually transmitted infections and relationship issues. For example:

History - LGBTQ+ History

Year Nine History Lessons

This includes the history of treatment and legislation towards LGBTQ+ people. Also, we look at the spread of HIV/Aids in the 1980s and the impact of this on the LGBTQ+ population.

We also look at social changes in the 1960s which include the increase in recreational drug taking and changing attitudes towards abortion.

Resources have been prepared independently by the History Department.

Health & Social Care - Sexual Behaviours

Year Twelve and Thirteen Health and Social Care Lessons

How the use of alcohol, drugs and peer pressure can lead to risky behaviour, sexual activity and the harm this can cause. Also forming healthy relationships between peers, family and intimate partners.

Resources used include Pearson textbook, Health and Social Care nationals. Talk to Frank adverts

Sociology

Year Twelve and Thirteen Sociology Lessons

How relationships and marriage have changed over years, what is marriage, family, function of relationships? How attitudes have changed and the reason for being in a relationship or marriage. Role of these within society. Purpose of relationships now, fulfil sexual and emotional needs, free love, more partners, less commitment.

Resources used include Ken Browne Sociology textbook, demographic stats, advertising images, tutor 2 u resources and videos, YouTube clips.

Psychology

A-level Psychology

In Year Thirteen students learn the topics; Relationships, Schizophrenia and Issues and Debates, this includes intimate and sexual relationships, online and media, being safe (particularly online) respectful relationships and families across the three topics

In Year Twelve students learn the topics; Attachment, Approaches both look at families. and within research methods we look at the impact of families on the economy. Social influence the influence of peers

GCSE Psychology

In Year Eleven students learn about psychological problems and social influence: the influence of peer relationships and addictive behaviour as well as antisocial behaviour and conforming to others

In Year Ten students learn about development and the influence peer and family relationships have on their development.

Cross curricular topics are non statutory but in Year Ten, Eleven, Twelve and Thirteen topics do contribute to assessment and examination content and we would strongly recommend that students follow our schemes of work. In addition to curricular content, there are several other examples of where SRE is delivered:

- We have weekly hour long PSHE lessons in Year Ten and Eleven. Students will visit Sex and Relationships as part of a half termly carousel in both Year Ten and Eleven.
- 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, Relationships, Cyber Safety and Wellbeing.
- There is an annual information evening for all parents / carers 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+ education, 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.
- 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.

Subject delivery

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme or lessons. (RSHE Guidance, p8)

RSE will be delivered at Chauncy School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled sessions in all key stages, using a spiral curriculum approach. The PSHE Coordinator will work closely with colleagues in related curriculum areas (science, computing, PE and citizenship) to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as topics explored in school assemblies, through art and drama, school celebrations or events.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents / carers who have withdrawn their children from this content.

We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below). The programme will be delivered in a non judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts).

School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

Monitoring

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of student need.

This policy will be reviewed by the school's leadership team in conjunction with PSHE Coordinator and Governors on a regular basis. If changes are needed, members of staff, parents / carers / carers and students will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of students' work
- Analysing students' attendance in lessons

Monitoring and assessment of staff's planning skills should be an integral part of your school's normal practices in monitoring the quality of teaching and learning. However, staff should be given clear notice when lesson plans are required or when observations will take place.

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal student and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by students, for example, using student interviews, questionnaires/ surveys, student voice focus groups or using student question boxes
- Scrutiny of student assessment records
- Sampling student work and portfolios

Student assessment

Chauncy School uses a range of assessment methods to get regular feedback on student progress in RSE. We also use student assessment to identify where students need extra support or intervention. Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

- Project work
- Written assignments
- Students' pre and post unit self-evaluation
- Reflective student logbooks

Schools should have the same high expectations of the quality of students' work in these subjects as for other curriculum areas. (RSHE Guidance, p43)

Student voice

Student voice is central to the culture and ethos of Chauncy School. We use student voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work we embed student voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all student voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering student questions

The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (RSHE Guidance, p23)

RSE explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students.

We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Working with parents / carers / carers

All schools should work closely with parents / carers when planning and delivering these subjects. Schools should ensure that parents / carers know what will be taught and when. (RSHE Guidance, p17)

All schools must have in place a written policy for RSE. Schools must consult parents / carers in developing and reviewing their policy. (RSHE Guidance, p11)

We believe that the successful teaching of RSE involves parents / carers / carers and schools working together. We also believe that parents / carers / carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents / carers and carers. We work with parents / carers / carers to ensure that they are aware of what we teach and when through the following methods:

- Parent Governors
- parents / carers' evenings
- Parent tours of the school
- Inductions to the school
- Welcome packs
- Sharing copies of the policy in face-to-face meetings and / or through emails
- Letters to parents / carers / carers giving information about when RSE will be delivered and when certain classes (including classes that involve sex education) will take place
- Updates on website and social media

If parents / carers / carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school. We may share examples of some of the key resources we use with parents / carers / carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Parental right to request their child be excused from sex education ³

All schools should work closely with parents / carers and clearly communicate the fact that parents / carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (RSHE Guidance, p17)

As outlined within the Statutory Guidance, parents / carers / carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

- Parents / carers / carers do not have a right to withdraw their child from Relationships Education.
- Parents / carers / carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents / carers do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents / carers / carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents / carers to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents / carers / carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

Except in exceptional circumstances, we will respect the parents / carers' request to withdraw their 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.

We will remind parents / carers annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

³ The information above is based on the Relationships, RSE and Health Education guidance that became statutory from September 2020. For more information please see: gov.uk/government/publications/sex-and-relationship-education

Working with visitors and external agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. (RSHE Guidance, p18)

From time-to-time Chauncy School may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

External visitors may include

- School Nurse Team
- Tip of the Iceberg

- Future Hope

A teacher will always be present throughout these lessons so as to build on the student's learning after the session/s as well as answer any questions the students may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Safeguarding and child protection

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. (RSHE Guidance, p42)

Chauncy School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse.

We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. For example safeguarding procedures may be reviewed with a Designated Senior Person in advance of lessons started that may cover sensitive material. A Designated Senior Person may be asked to speak with the student or their family prior to the material being taught.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Chauncy School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

At Chauncy School we do this by using a number of teaching techniques including the use of a working agreement, where rights-respecting ground rules are created with students on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Statement by the Governing Body

The governance board of Chauncy School adopted this policy on **29th June 2022**.

It will review the policy in **June 2023**.

In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligations.