



# **Chaucer School**

A member of Tapton School Academy Trust

# **Relationships and Sex Education Policy 2021**

**Date approved / Reviewed:** October 2021

**Date to be reviewed:** October 2022

## **Statutory Guidance**

As a secondary school, we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017, and the new statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020.

### **Introduction**

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 aim of Relationship and Sexual Education (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 should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague, good relationship and a successful marriage, civil partnership or other type of committed relationship. It should also cover developing positive intimate relationships, feeling comfortable and not pressurising or applying pressure to have sex and contraception. It should teach about respect and what is acceptable and unacceptable behaviour in relationships. This will help students 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.

### **Aims**

We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law and the legal implications of their actions.

The school aims to prepare young people for an adult life by:

- Providing students with current and emerging information.
- Developing positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Allowing students to be aware of their sexuality and understand human sexuality.
- Allowing students to understand Lesbian, Gay, Bi, Trans, Queer, Questioning, Pansexual, Intersex and Asexual (LGBTQ+)
- Allowing students to understand the arguments for delaying sexual activity.
- Allowing students to understand the reasons for having protected sex and how to prevent unwanted pregnancy.
- Allowing students to understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Making sure students have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV.
- Making sure students know how to avoid being exploited or exploiting others.

- Allowing students to understand key information around grooming and prevention.
- Making sure students know how to access confidential sexual health advice, support and if necessary treatment; and know how the law applies to sexual relationships.
- Ensuring students understand how to gain, build and maintain a healthy lifestyle.
- Ensuring students understand how to build appropriate, healthy and positive relationships.
- Ensuring students understand how to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Allowing students to understand the benefits of healthy relationships to their mental wellbeing and self respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Helping students to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.
- Making sure students are able to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online.
- Ensuring students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- Ensuring students know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion and harassment.
- Making sure students are able to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

## **Process**

Topics will, at all times, be introduced and approached objectively and sensitively. Wherever possible the programme is tailored to the pupil's understanding and not necessarily their age. Copies of the Sex and Relationships schemes of work are available on request from the Subject Lead of PSHEE.

At KS3 & KS4 SRE is delivered by the year teams through the LIFE programme as well as through suspended timetable days. The content and programmes are planned and monitored by the Subject leaders for LIFE. In addition, relationships, values and moral consequences of abortion are delivered within the Year 10 LIFE program.

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The curriculum is age appropriate and is adapted/developed to suit each individual cohort of students.

## **Guidelines for Governors and Staff**

The governors are responsible for agreeing the school's overall approach to sex education.

The staff are responsible for

- Presenting the facts in an objective, balanced and sensitive manner, set within the framework of values and an awareness of the law on sexual behaviour.
- Encouraging students to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave reasonably in sexual matters.
- Encouraging students to appreciate the values of family life.
- Responding appropriately to students whose parents wish them to be withdrawn from components of RSE.
- Where appropriate, ensuring they direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- Making sure all points of view they may express during the course of teaching RSE are unbiased.
- Ensuring the teaching of RSE is delivered in ways that are accessible to all students with SEND.
- Staff who have concerns about teaching RSE are encouraged to discuss this with the Subject Lead of LIFE and Headteacher.

## **Visitors and Outside Agencies**

All visitors and outside agencies involved in the provision of sex education will be given a copy of the school RSE policy. They will be expected to work within the aims and guidelines contained within it and contribute to the school's overall mission statement.

Sessions taught by outside agencies are checked by the Subject Lead of PSHEE to ensure content is appropriate.

## **Right to Withdraw**

Under the new statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020 there is no right to withdraw from relationship education.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must notify the school in advance of lessons being taught and with appropriate time for school to act on the request. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood. The Subject Lead of PSHE and appropriate member of SLT will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the child hearing their peers' version of what was learned in the class rather than what was delivered by the teacher.

However, three terms before the child turns 16 years old they are legally able to make their own decision as to whether they receive sex education and a parental request of withdrawal will not be granted.

Unless there are exceptional circumstances, School will respect the parents/pupil aged over 16's request to withdraw their child. Equally school will respect the right of a child, three terms before they turn 16 and demonstrating mental capacity to be included in sex education. Requests from parents must be made annually for consideration.

### **Confidentiality and Safeguarding**

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers are advised to encourage a pupil asking for specific advice on family planning or other aspects of sexual behaviour to seek advice from their parents, and if appropriate from the relevant health service professionals.

Where the teacher believes that a pupil has embarked upon, or is contemplating, a course of conduct which is likely to place them at moral or physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and the pupil is urged to inform their parents and/or seek professional advice. The member of staff cannot promise confidentiality to the pupil and where there is a risk that a teacher might be compromised by speaking to individual students, they are advised that it would be wiser to be accompanied by another member of staff. In all cases members of staff should inform a member of the school's Safeguarding Team.

Guidance in cases of suspected child abuse is clearly defined in the school's Safeguarding Policy.

Useful links for Parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<http://www.brook.org.uk/>

<http://www.sexeducationforum.org.uk/home.aspx>

<https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationships.aspx>

<http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

Year group	Relationships	Sex and sexual health
KS3	<ul style="list-style-type: none"> <li>• Respectful relationships including friendships - behaviour/kindness/gratitude</li> <li>• Conflict management</li> <li>• Families – different types; marriage; legal status of other types of longterm relationships</li> <li>• Puberty (physical and emotional changes)</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• Personal safety including online safety</li> <li>• Online relationships and media – rights, responsibilities and risks; how people can actively communicate and recognise the positives and negatives of this, where to find support;</li> <li>• Gender and Lesbian, Gay, Bi, Trans, Queer, Questioning, Pansexual, Intersex and Asexual (LGBTQ+)</li> <li>• Stereotyping</li> <li>• Positive and healthy relationships including bullying</li> <li>• Online relationships and the media – the impact of viewing harmful content; the impact of sharing images online, particularly personal material</li> <li>• Managing break ups</li> <li>• Domestic violence, abuse and coercive control</li> <li>• Forced marriage, Female Genital Mutilation (FGM) and honour-based violence</li> <li>• Grooming and sexual exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty (physical and emotional changes)</li> <li>• Consent</li> <li>• How peer pressure, alcohol and drugs can lead to riskier behaviour associated with sexual activity</li> </ul> <p>Late KS3 Facts about contraceptive choices</p>
KS4	<ul style="list-style-type: none"> <li>• Positive and healthy relationship including bullying</li> <li>• Online relationships and the media – damaging influence of pornography •</li> <li>• Understanding sexuality and gender identity</li> <li>• Sexual Harassment and Violence</li> <li>• Respect</li> <li>• Grooming and sexual exploitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual consent</li> <li>• Contraception/Sexually Transmitted Infections (STIs)</li> </ul> <p>Facts and choices relating to pregnancy, including miscarriage, keeping the baby, adoption and abortion</p> <p>Reproductive health</p> <ul style="list-style-type: none"> <li>• How peer pressure, alcohol and drugs can lead to riskier behaviour associated with sexual activity</li> </ul>