



CHS South

C017: Relationships & Sex Education Policy

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The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1. **Introduction:**

- 1.1. CHS South believes that Relationships & Sex Education (RSE) makes an essential contribution to every student's health, wellbeing, and preparation for adult life in society. It is an integral part of the Personal, Social and Health Education (PSHE) and RESPECT curriculum. We believe that all CHS South students have the right to high quality provision regarding Relationship & Sex Education in school.
- 1.2. The students in our school come from diverse backgrounds, representing a spectrum of beliefs and values. The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.
- 1.3. The aim of this policy is to communicate to staff, governors, parents/guardians, visitors, and students the manner in which RSE will be delivered and supported at CHS South, in accordance with the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, mandatory from September 2020. As a school we have implemented a new RSE framework across both key stages in accordance with the new guidelines.

2. **Definition:**

- 2.1. According to Relationships Education, Relationships and Sex Education (RSE) and Health Education, the framework will teach students "To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support" DFE 2020

3. **Effective Relationships & Sex Education (RSE)**

- 3.1. RSE is part of lifelong learning about sex, sexuality, emotions, relationships, and sexual health and promotes the spiritual, moral, cultural, mental and physical development of students at school and in society. At secondary school level, RSE should prepare students for an adult life in which they can:
 - 3.2. Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones
 - 3.3. Understand the characteristics of a healthy relationship and recognise what makes a good friend, a good colleague, a successful committed relationship
 - 3.4. Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation
 - 3.5. Be aware of human sexuality and to respect themselves and others
 - 3.6. Understand the consequences of their actions and to behave responsibly within sexual and pastoral relationships
 - 3.7. Be well informed about the law relating to sex, consent and sexual harassment
 - 3.8. Understand the arguments for delaying sexual activity and the reasons for having protected sex
 - 3.9. Have sufficient information and skills to protect themselves from unwanted conceptions,

sexually transmitted infections, including HIV, as well as the confidence to access confidential sexual health advice, support and if necessary, treatment.

3.10. Understand what consent means and factors that influence one's ability to consent

3.11. Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex

4. Morals and Values Framework

At CHS we believe every pupil should receive their full entitlement to RSE regardless of their gender, race, ethnicity, faith, or sexual orientation. We commit to the following principles:

4.1. RSE will be delivered by trained and confident educators

4.2. RSE will aim to empower, enable, and encourage young people to make informed decisions about their own personal relationships

4.3. RSE will encourage children and young people to explore faith, cultural perspectives, and sexuality in a respectful way

4.4. RSE will help students examine their own and other people's attitudes and values related to relationships and sexuality, and to respect the rights of others to their own opinions.

4.5. RSE can help students to develop a positive self-image and high self-esteem, personal responsibility, and the ability to make informed decisions.

4.6. RSE encourages the acquisition of skills so that student's relationships with others may be positive, fulfilling, and respectful. It helps them explore how to be themselves in terms of beliefs, culture, and traditions and to respect others.

4.7. RSE provides opportunities to develop communication skills, assertiveness within a range of different situations and encourages the students to recognise opportunities to develop a healthy lifestyle.

4.8. RSE provides information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice, stereotyping and "sex and the law", thus giving an understanding of the nature and diversity of relationships and sexuality.

4.9. RSE can provide an objective and balanced view of sexual matters, correcting any misinformation or misconceptions students may have gained. It can give them the information and understanding they need, in accordance with the student's background and beliefs.

5. Legal Requirements:

5.1. National Curriculum Science – Sex Education (statutory)

The formal RSE elements of the National Curriculum Science Orders across all key stages are mandatory for all students of primary and secondary age and cover the biological aspects of RSE.

5.2. National Curriculum PSHE – Sex and Relationship Education (statutory)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The national Relationship & Sex Education Guidance (DfE, June 2019) advises schools on the themes that should be covered in RSE to support students through their physical, emotional and moral development.

In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Relationship & Sex Education Guidance for 2020, state that:

- All schools must have an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. It is the school Governing Body's responsibility in consultation with the Headteacher, to ensure that the policy is developed and made available to parents for inspection.
- All secondary schools in England and Wales must provide RSE which includes education about HIV and AIDS and other STDs.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE except the formal RSE elements found in the statutory National Curriculum Science. There is no right to withdraw from Relationships Education or Health Education.
- The school should respect the parents' request to withdraw the 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 should make arrangements to provide the child with sex education during one of those terms.
- If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

5.3. Section 28

This Act was repealed in November 2004. All schools and teachers must deal openly and honestly with sexual orientation.

6. The RSE Curriculum

6.1. How is Relationships and Sex Education organised?

The minimum statutory requirements that schools must deliver to all children based on the teaching requirements for **Science** from the National Curriculum are:

Key Stage 3

- That fertilisation in humans is the fusion of a male and a female cell.
- About the physical and emotional changes that take place during adolescence.
- About the human reproductive system, including the menstrual cycle and fertilisation.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.

Key Stage 4

- The way in which hormonal control occurs, including the effects of sex hormones.
- Some medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.

6.2 CHS South PSHE (7/8) and a Respect Curriculum (9/10)

The PSHE / Respect curriculum also allows the school to meet compulsory relationship and sex education with input from external agencies such as Brook, George House Trust, Odd Arts, Z Arts, Creative Foundation, Footlight Theatre Co.

- In Year 7, PSHE is taught in Religious Studies as a discreet subject in the Summer Term (7 weeks) This allows relevant personal and social issues to be discussed and helps students learn how to develop opinion through exploratory talk and communicate their ideas successfully. This is complemented with enrichment activities in the school day such as Theatre in Education performances, external visitors and 'Extended Learning Experiences' with a focus on personal development.
- In Year 8, PSHE is taught in Religious Studies as a discreet subject in the Summer Term (7 weeks) . Students have opportunities to debate, research and explore a wide variety of challenging and socially relevant topics such as hate crime, sex education, bereavement and Internet Safety. This is complemented with enrichment activities in the school day such as Theatre in Education performances, external visitors and 'Extended Learning Experiences' with a focus on personal development.
- In Year 9 and 10, the Respect curriculum has been combined with the statutory Religious Studies and PSHE into one curriculum allowing students to critically consider moral and ethical issues in society and their personal responses to them whilst recognising and accepting opinions that differ from their own. Year 9 and 10 students have one hour per week throughout the full year. (39 weeks in Year 9 and 39 weeks in Year 10)
- Year 11 have one hour per week dedicated to their Life-skills Lessons in the Autumn Term, dedicated to Careers and College applications. There is no formal RSE teaching in this year so the quality of the provision in Years 7- 10 is paramount.

Year 7

- **Health and Hygiene** - preparation for changes to the body; what puberty is and what it entails; importance of taking increased responsibility for personal hygiene. Students will learn basic first aid and how to support others around them. This lesson is delivered by BROOK, Manchester.
- **Mental Health and Wellbeing** - exploring healthy minds and healthy bodies and how this can support students' school life. An opportunity to explore wellbeing strategies available to students in and out of school.
- **Online relationships** - teaching the dangers of social media and online relationships and safety.

Year 8

- **Types of relationships** - nature, importance of marriage, civil partnerships, and other stable, long term relationships; roles and responsibilities of parents, carers, and children in families.
- **Forced marriage** - an IMatter lesson highlighting the illegal practice of forced marriage and the differences between arranged and forced.
- **Diversity, Discrimination and Rights** - the similarities, differences, and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities.
- **Youth produced sexual imagery and the Consequences** -A Brook lesson that explores 'sexting' and its legal and moral consequences

Year 9 - RESPECT Curriculum

- **Diversity and Discrimination** - A lesson on equality laws and the protected characteristics in the UK regarding discrimination. This includes gender, sexual orientation, reassignment status, marital status, and pregnancy / maternity rights.
- **Consent** - that consent is freely given and that being pressurised, manipulated, or coerced is not consent; the responsibility of the seeker of consent and the importance of respecting the decision.
- **Homophobia** is explored in detail as a form of discrimination. Using Stonewall Resources to support educating students regarding LGTBQ issues.
- **Are U Ready?** A Brook lesson that explores sexual activity. It emphasises healthy trusting relationships.
- **Contraception lesson** - A Brook lesson that explicitly teaches all forms of contraception but focuses on the safe and effective use of the condom to prevent pregnancy and Sexually transmitted infections.
- **Healthy Relationships** - An IMatter lesson (provided by Healthy Schools) that explores healthy relationships and potential signs of unhealthy or abusive behaviours in young people's relationships.
- **Youth Produced Sexual Imagery and the Consequences** - An IMatter lesson that explores 'sexting' and its legal and moral consequences.
- **Substance Abuse** - understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and who to talk to if they have concerns. Links to substance abuse and high-risk behaviours.
- **Influence of the Media**- internet and digital safety awareness, how young people are portrayed in the media and how this can impact self-confidence and resilience.

Year 10 - RESPECT Curriculum

- **Sex in the Media** - sexism, gender norms and how genders can be portrayed in the media and impact on people in real life.
- **Consent** - A Brook lesson that explicitly teaches the line of consent and how to ensure all sexual activity is consensual and healthy.
- **Planet Porn** - A Brook lesson that explores how the increasing accessibility of porn can affect young people's understanding of the reality of sex and relationships.
- **HIV Awareness** - in conjunction with IMatter and Positive Speakers from the George House Trust students are taught about HIV, the risks and the myths and stigmas attached to the disease.
- **Pregnancy Choices** - A Brook lesson to help students understand the consequences of unintended pregnancy and of teenage parenthood; the pathways available in the event of unintended pregnancy and the possible physical and emotional reactions and responses people might have to each option and who to talk to for accurate, impartial advice and support.

7. How is Relationships and Sex Education taught?

7.1. The Religious Education lead, the Pastoral team, and the RESPECT teachers, jointly co-ordinate Relationships and Sex Education and are jointly responsible for the overall planning, implementation and review of the programme. Visitors such as Brook, Positive Speakers from George House Trust support the delivery and provide teacher CPD. A member of the senior leadership team over sees PSHE and RESPECT as part of the enrichment curriculum.

The school recognises the need to begin with students' own experiences, beliefs, and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. To do this, teachers:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Require no open personal disclosures in a class setting
- Provide for anonymity by using a question box (this also gives the teacher time to consult with colleagues)
- Encourage reflection

7.2. Dealing with difficult questions

- Use specific ground rules for this work which will clarify boundaries for children/young people.
- Clarify that personal questions should not be asked.
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit and isn't age inappropriate for the student or the whole class, then it should be acknowledged and addressed later with support from a pastoral lead or a member of the safeguarding team.
- If a question is raised that alerts a member of staff that a student is at risk of sexual abuse, then the school's Safeguarding Coordinator should be contacted.
- Clarify that students should not give out personal information in class but speak to someone they trust after the lesson, e.g., school nurse, form teacher, mentor. All Brook lessons and IMatter lessons clearly signpost where to access further support either internally or through their confidential services.

7.3. Dealing with difficult topics

Relationship and Sex Education can sometimes raise difficult areas for some schools; therefore, the school needs to consider its approach and provide guidance to teaching staff to enable them to respond appropriate to questions raised by students. e.g.

- Teenage pregnancy
- Contraception
- Abortion
- LGBTQ+
- Sexual Consent

The school utilises a range of teaching methods to encourage exploration of attitudes, values, and beliefs, using active learning methods which involve students and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The school includes activities where students can practise and develop confidence in using communication, negotiation, and decision-making skills.

The school recognises that some aspects of RSE can be a school or societal priority and subject matter selected in response to recent events, in the media for example. In addition, the school draws on the expertise of the School Nurse, Brook Advisory Service, charitable organisations that provide high quality resources and the safeguarding team if appropriate.

8. Right of withdrawal

- 8.1. Relationships and Sex Education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the DFE Relationship & Sex Guidance for 2020, parents have the right to withdraw their children from all or part of the Sex Education programme except for that part which occurs in the National Science Curriculum. From September 2020, parents *cannot withdraw* their child from relationships education but can withdraw their child from some or all sex education up to and until three terms before the child turns 16. Students cannot be withdrawn from national curriculum science.
- 8.2. Parents need to be aware, however, that Sex Education can occur at any time if it arises naturally from class discussion. Parents wishing to exercise that right are asked to make an appointment to meet the SLT Link for the Respect Curriculum to discuss their concerns and if necessary, school will make alternative arrangements. It should be noted that under the new guidance, a child can request to receive sex education three terms before the child turns 16 and school should provide this in at least one of those terms.
- 8.3. Parents can gain further support by visiting:
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

9. Procedure for the Monitoring and Evaluating of RSE Provision

- 9.1. The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation. Senior staff with responsibility for Respect and Life Skills will take a key role in monitoring the progress of the policy. Monitoring of the RSE provision will include.
- Assessments of knowledge and understanding of information and issues addressed in RSE.
 - Students' responses to teaching content and methods through student voice activities.
 - Teachers' responses to teaching content and methods.
 - Learning Walk data from senior staff visit to lessons.
 - Evidence of students increased self-responsibility and respectful attitudes to sex monitored by senior Pastoral staff.
 - Progress Tests in Year 7-10 to identify and challenge any misunderstanding.

10. Relationship with other policies

10.1. **Curriculum**

Relationship & Sex Education form part of the Respect and Life Skills curriculum and as such is planned, delivered, coordinated, assessed, and monitored in line with the school's curriculum provision. There is a Deputy Headteacher responsible for the quality assurance of its provision as part of the Respect and Life Skills Curriculum.

10.2. **Anti-bullying**

This policy is linked to the school's broader policy on anti-bullying which also deals with issues surrounding sexuality and strategies to tackling homophobia in school.

10.3. **Safeguarding**

If any disclosure occurs during a RSE lesson or concerns are raised, teachers will contact our school's Safeguarding Coordinator through CPOMS or directly if an immediate concern.

10.4. **Confidentiality**

Children have rights under the Children’s Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

10.5. Visiting Speakers Policy

The control of visitors is a fundamental part of the School’s safeguarding of students, staff and property. It is within our safeguarding responsibility to ensure that the information students receive is aligned with the ethos and values of the School and British values which include democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The Prevent Duty Guidance for England and Wales 2015 (the Prevent Duty Guidance) requires CHS South to have a clear protocol for ensuring that any visiting speakers are suitable and appropriately supervised.

11. Roles and Responsibilities

11.1 The role of the Governing Body

- Ensuring the policy is implemented within the school.
- Ensuring that the provision of RSE is of a high quality.

11.2 The role of the Headteacher

- Ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

11.3 RSE and PSHE lead

- A member of the senior leadership team has responsibility for the planning , implementation and recording of RSE in the academic and enrichment curriculum.

11.4 Staff

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Using good vocabulary around RSE assists students in talking comfortably, respectfully, and accurately about growing up, the human body, and sex and relationships. Staff play a vital role in modelling the correct use of language in 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 Headteacher.
- Ensure students are safeguarded by following the visiting speaker’s policy and logging any concerns through the usual safeguarding procedures.
 - Annual reading of DfE “Keeping children safe in education” (September 2018)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
 - Annual reading of DfE “Working together to safeguard children” (July 2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

11.5 Safeguarding Team

- Ensure CPOMS is monitored daily in case of concerns logged in RSE lessons.
- To provide quality training annually to all staff to ensure vigilance and correct reporting procedures.

11.6 Students

- To engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12. Equal Opportunities Statement:

12.1 The government have provided guidance on how the Equality Act 2010 relates to the education setting:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

12.2 The Equality Act 2010 governs how the curriculum is delivered and schools must ensure that issues are taught in a way that does not subject pupils to discrimination.

12.3 Schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including young people who are lesbian, gay, bisexual and transgender (LGBT)

12.4 Schools should always respect how pupils choose to identify themselves both in terms of gender and sexual identity.

12.5 School is aware of period poverty and ensures sanitary products are available in all toilets for students to access without asking.

12.6 There are accessible and gender-neutral toilets on every floor. There are private toilet facilities available based on need.

12.7 The UN Convention on the Rights of Persons with Disabilities (WHO 2006: AAIDD 2008) says that people with a disability should have access to the same range and quality of sexual and reproductive health care as everybody else. All pupils access RSE in mixed ability classes. Small interventions can be offered where it is deemed a pupil needs further support understanding. External agencies such as Brook or Healthy Schools Manchester would be best for small group work.

12.8 Looked After Children and Previously Looked After Children can be at risk of missing out on RSE programmes at school. If this is the case the LAC co-ordinator would raise absence as part of the LAC review process and share with multi agency professionals.

12.9 Schools must outline the special provision made for these pupils; how you work in partnership with carers, staff (e.g., social workers or nurses) and how you may refer for specialist support.

13. Monitoring and Evaluation

13.1 A senior member of staff will be responsible for overall co-ordination and will lead the evaluation process of the whole school response to RSE. The delivery of RSE is monitored by through:

- Planning scrutinies, learning walks, lesson observations.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed bi-annually as the school plans for the changes in the RSE and PHSE. This review will involve consultation with staff, senior leadership team, the Governing Body including parent governors and Healthy Schools Manchester. The policy is published on the website for parents to read and reference.

14. Dissemination of the policy:

14.1 Ms S Burke – Deputy Headteacher will:

- Disseminate a copy of this policy to all staff members and governors.
- Provide/organise relevant and regular training to staff on the policy content.
- Ensure that copies of the RSE policy are available from the school office and on the website for parents to access on request.