



# Chipping Campden School

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## Relationships and Sex Education Policy

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## Introduction

Chipping Campden School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. The school wants parents and pupils to feel assured that relationships and sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the relationships and sex education provision.

This policy is drafted by Vice Principal (Pastoral) in consultation with the Senior Leadership Team, the School Nurse, Life Learning Lead and a parent representative. Parents are prompted to discuss this policy at parents' evenings or contact key staff as appropriate. The policy is reviewed annually.

From September 2020, relationships and sex education became statutory in all schools in England. Relationships education is also statutory in all primary schools and our secondary curriculum seeks to build upon the practice in our primary/ feeder schools.

### 1. Policy aims

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about teaching, sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSE will outline the importance of marriage and other stable relationships for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy, we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after. This policy takes Equal Opportunities into account and celebrates diversity.

This policy was developed in response to a range of statutory and non- statutory documents including: Relationships Education, Relationships and Sex Education and Health Education guidance ([publishing.service.gov.uk](http://publishing.service.gov.uk))

- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years



- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges
- Optimus Education
- The Key for School and College leaders

## 2. Roles and responsibilities

### School staff

It is important that school staff feel comfortable to take Life Learning classes and answer questions from pupils. If the teacher does not feel confident leading life learning discussions, then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver life learning; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. There are certain members of the school team, such as key pastoral staff, the Life Learning Leader and related curriculum leads, who will hold more responsibility for ensuring that the school's RSE education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

### Trustees and senior leaders will:

Develop this school policy and review it on a yearly basis to:

- Ensure that it meets the needs of the whole school community.
- Ensure that relevant staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of Life Learning and RSE to pupils. This may be because they do not feel comfortable delivering aspects of the curriculum that may conflict with their religious beliefs or individual experiences.
- Ensure that RSE is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE, to which all pupils are entitled, is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents, and the board of trustees to ensure that everyone understands the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, considered, and acted on, as appropriate. We want the provision of RSE at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.



### All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding RSE. Any areas that they feel are not covered or inadequately provided for should be reported back to their line manager.
- Attend and engage in professional development training around RSE provision, as appropriate.
- Encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager or an appropriate member of the pastoral staff. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the entire range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the school SENCO, or their line manager.
- Answer pupil questions appropriately and using their professional judgement, in line with this policy.
- Encourage use of 'third party' discussion; give students opportunity to talk, but also to pass on the topic without any pressure or requirement to speak. Personal boundaries will be always respected.

### Pupils

Pupils are expected to attend RSE classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still an especially important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with in line with the school behaviour policy which is available on the school website.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff should take concerns to their manager if they feel ill-equipped to deal with the issue at hand; they should report any safeguarding/ child protection concerns to the safeguarding lead.

We ask pupils for feedback on the school's RSE provision and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

### Parents

The school expects parents to share the responsibility of RSE and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through school's life learning



lessons. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

### **3. Implementation and curriculum**

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. The perspective provided by different religions will be always respected.

Through this aspect of our curriculum, we aim to explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion, and belief.

We want students to KNOW, THINK and COMMUNICATE. Pupils' exposure to, and knowledge of, some of the subject matter will vary significantly and staff will be sensitive to these differences.

RSE will focus on:

#### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love, and care.
- Exploring, considering, and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

#### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships, and reproduction.

#### **Curriculum Content**

##### In Key Stage 3/4

- Physical and emotional changes at puberty
- Looking after your body – keeping healthy during puberty
- Respect and responsibility
- Relationships – including marriage and parenthood
- Assessing risk
- Resisting pressure



- Prejudice and discrimination linked to sexual identity and orientation
- Body image and feeling good
- Influence of the media
- Accessing help and advice
- Sex and the law
- STI's, including HIV, and high-risk behaviours
- The links between sexual behaviour and alcohol
- Conception and contraception

**For complete overview of the entire Life Learning curriculum please see RSE curriculum map on the website.**

**RSE definition - Relationship and Sex Education, previously called Sex and Relationships Education, is a form of sex education taught in UK schools. RSE focuses on exploring the emotional, social, and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health**

### **Organisation and Delivery**

RSE will be taught to mixed ability tutor groups, with provision for single-sex groups as appropriate, and will be delivered as a rolling programme. In Key Stage 3 and 4, via 2-hour sessions where the normal daily curriculum is 'collapsed'. These sessions are referred to as Life Learning and will take place in tutor groups and on occasions girls and boys may be taught separately where staffing allows.

Post 16 students also participate in Life Learning and RSE issues are addressed through modules on risky behaviour, healthy lifestyles for example, in an age-appropriate manner.

Learning is further supported, where appropriate, in year group assemblies, in science lessons and as part of the tutor programme. This provision will be more general or subject specific (e.g Science) and may overlap or have links with some of the content e.g in tutor time, a news article about the media representation of sex would inevitably involve some crossover in the discussion. This is to be welcomed and not avoided.

### **Guest speakers**

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions. A teacher will be present throughout these lessons. Where appropriate, visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

### **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

### **Dealing with tough questions.**

Staff training will include sessions on how to deal with tough questions. There may still be times when staff are faced with a tricky question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the most appropriate member of the pastoral team. Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:



- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about RSE. Where Life Learning sessions are double staffed to support if tough questions arise.

### **Pupils with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods/ games
- use of expert guest speakers
- Using video or streaming.
- group and paired activities
- LSM using materials under the advice of the SENCO/Inclusion lead

### **Withdrawal from RSE**

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from some or all of the sex education element of RSE. Parents can withdraw their children from sex education that is part of RSE (non-statutory) up until the third term before their 16<sup>th</sup> birthday. This can be done by submitting a written request to the Principal.

Any parent wishing to withdraw their child should contact the relevant Director of Learning: Pastoral, who will arrange a meeting with an appropriate member of staff to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take. Should any parent choose to exercise this right school will make provision for the supervision of their child. The parent will be advised that they have an obligation to provide information at home using information from the DFE (Department for Education).

### **Complaints**

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's Complaints Policy.

### **Equal opportunities**

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social, and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in linked school policies.





### **Safeguarding and confidentiality**

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** should be followed. This policy is available on the school website.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must *only* be shared with a member of the safeguarding team. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's **staff discipline, conduct and grievance procedures**.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures. Should a student give the impression that s/he is at moral or physical risk, or in breach of the law, s/he will be actively encouraged to consult his/ her parents and, if appropriate, the relevant health services/ other relevant agency. The school will make every effort to support the student in this task and check that this has been done.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the SENCO to decide what is in the best interest of the child.

### **Advice and treatment**

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to a member of the safeguarding team. Providing advice on contraception and practising safe sex is a key part of the school's RSE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

### **Support for pregnant teenagers and young fathers**

Any student who falls within this category will receive individual support from the school, as appropriate to their current circumstances. A risk assessment will be completed, and reasonable adjustments made, as appropriate.





#### **4. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum annually, and will inform parents of any revisions to the school policy or RSE curriculum.

We aim to monitor the effectiveness of our RSE provision through:

- feedback from pupils
- feedback from parents
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by considering feedback from pupils, staff, and parents, as well as what has become known through classroom observations and information we receive from national reports and curriculum reviews.

#### **5. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by, or relating to, sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

In teaching RSE, Chipping Campden School will ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. The school will comply with all relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. The school will ensure that all teaching is sensitive and age appropriate in approach and content.

Physical health and mental wellbeing Chipping Campden School acknowledge that the aim of teaching students about Physical Health and Mental Wellbeing is to provide them with the information that they need to thrive. Further details can be found in the Whole School Mental Health and Well-being policy.

The relevant Pastoral Year Lead, Director of Learning: Pastoral, School Nursing Team contacted via the school office, or member of the pastoral team can be contacted to provide additional support to parents.

Those staff with specific responsibility for delivering the programme will be consulted as to their training requirements and access to these will be through continuing professional development.

Gloucestershire Healthy Living and Learning resources and training will be made widely available.