

## Relationships and Sex Education Policy

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## 1. Aims

- 1.1 This is the Relationships and Sex Education (RSE) Policy of Chase High School (CHS).
- 1.2 CHS believes that effective RSE is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of RSE is:
  - 1.2.1 to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. CHS recognises that, to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
  - 1.2.2 CHS recognises that the role of Parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The RSE programme at CHS is intended to complement and support the role of Parents in educating their children about sexuality and relationships.
  - 1.2.3 CHS recognises that an aim of this Policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
  - 1.2.4 CHS recognises that it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme is through a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.
  - 1.2.5 CHS has a clear set of values and standards upheld and demonstrated throughout all aspects of School life. These are underpinned by the CHS Behaviour Policy and pastoral and support systems, as well as by a planned programme of evidence-based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
  - 1.2.6 CHS recognises the central role that the RSE programme plays in key regulatory standards; for example, through CHS' accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
  - 1.2.7 CHS recognises the role of the pupil voice and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the RSE programme and School culture.
  - 1.2.8 CHS recognises that schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment, including online. The most effective preventative education programme is through a whole-school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the RSE programme.
  - 1.2.9 The CHS RSE programme reflects and supports the CHS principles and values.

- 1.3 The CHS core values of Aspiration, Character and Excellence are central to the delivery of its entire curriculum, including the RSE programme. The curriculum is designed to ensure that all pupils are aware of their role in society, the impact of their behaviour on others, and are mindful of their own physical and emotional wellbeing. The RSE themes follow logically from one year to the next, so that pupils are constantly made aware of the importance of their health and wellbeing, as they move through Key Stages 3, 4 and 5.

The overriding aim is to ensure that the CHS curriculum fully prepares pupils to be employable, highly successful in their adult lives, and able to engage in society as active citizens by developing each pupil's learner attributes via the Personal, Social, Health and Economic (PSHE) programme.

The CHS PSHE and RSE programmes are based on the following core principles:

- Engage in good communication;
- Promote anti-discriminatory practice;
- Keep information confidential;
- Promote the child's rights;
- Acknowledge personal beliefs and identity;
- Protect from abuse;
- Provide individualised care.

By upholding these core principles and values, CHS is allowing its pupils to be safe, understanding of others, confident and respectful individuals, and, at the same time, teach them about the diverse and multicultural society that they live in.

## **2. Scope and Application**

2.1 This RSE Policy applies to pupils in all of Years 7 to 11 and to those in Post-16.

2.2 The Policy applies to all staff, who work for or on behalf of CHS, regardless of their employment status (including employees, contractors, fixed term, part-time, temporary and voluntary staff and helpers, supply staff, Members, Trustees and Local Governors) and pupils of CHS.

## **3. Regulatory Framework**

3.1 This Policy has been prepared to meet CHS' responsibilities under:

- 3.1.1 Education (Independent School Standards) Regulations 2014;
- 3.1.2 Education and Skills Act 2008;
- 3.1.3 Education Act 2002;
- 3.1.4 Children Act 1989;
- 3.1.5 Equality Act 2010;
- 3.1.6 Children and Families Act 2014;
- 3.1.7 Children and Social Work Act 2017;

3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

3.2 This Policy has regard to the following guidance and advice:

3.2.1 it is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, September 2021);

3.2.2 [Keeping children safe in education](#) (DfE, September 2023) (**KCSIE**) (updated from time to time);

3.2.3 [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, December 2023);

3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, March 2024)

3.2.5 [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022);

3.2.6 [Behaviour in schools guidance](#) (DfE, February 2024)

3.2.7 [Respectful school communities: self-review and signposting tool](#) (DfE);

3.2.8 [Tom Bennett independent review of behaviour in schools](#) (March 2017);

3.2.9 [Relationships education, relationships and sex education and health education FAQs](#) (DfE, July 2022);

3.2.10 [DfE guide for parents that schools can use to communicate about teaching relationships and health education](#); (DfE, June 2019);

3.2.11 [Plan your relationships sex and health curriculum](#) (DfE, February 2022);

3.2.12 [Teaching about relationships, sex-and health](#) (DfE, March 2021);

3.2.13 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021);

3.2.14 [Political impartiality in schools](#) (DfE, February 2022); and

3.2.15 [Teaching online safety in schools](#) (DfE, January 2023).

3.3 The following Trust and School policies, procedures, documents and resources are relevant to this policy:

3.3.1 DET Safeguarding and Child Protection Policy;

3.3.2 CHS Behaviour Policy;

3.3.3 DET Risk Assessment Policy for Pupil Welfare;

3.3.4 CHS Anti-Bullying Policy;

3.3.5 DET Special Educational Needs and Disabilities (SEND) Policy;

3.3.6 DET Equality Policy;

3.3.7 DET Online Safety Policy;

3.3.8 DET Acceptable Personal Use of Resources and Assets Policy.

## 4. Publication and Availability

4.1 This Policy is published on the CHS website.

4.2 This Policy is available in hard copy on request from the Main Reception.

4.3 A copy of this Policy is available for inspection from the Main Reception during the school day;

4.4 This Policy can be made available in large print or another accessible format, if required.

## 5. Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to **DET** and **the Trust** are references to Discovery Educational Trust;

5.1.2 references to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person, who is not the natural or adoptive Parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);

5.1.3 references to **School days** mean Monday to Friday, when CHS is open to pupils during term time. The dates of terms are published on the CHS website.

## 6. Responsibility Statement and Allocation of Tasks

6.1 The Trust has overall responsibility for all matters, which are the subject of this Policy, including the approval of this Policy.

6.2 The Trust is aware of its duties under the Equality Act 2010 and the requirement under S 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust is required to have due regard to the need to:

6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

6.2.2 advance equality of opportunity between people, who share a protected characteristic, and people, who do not share it; and

6.2.3 foster good relations across all characteristics - between people, who share a protected characteristic, and people, who do not share it.

6.3 The Trust is required to ensure that all those with leadership and management responsibilities at CHS actively promote the wellbeing of pupils. The adoption of this Policy is part of the Trust's response to this duty.

6.4 CHS takes a whole-school approach to RSE. CHS appoints an appropriate senior teacher in a leadership position with dedicated time to lead specialist provision. This is the Subject Lead for PSHE, who has responsibility for the curriculum area. The subject leader holds, at least, termly meetings with the pupil body; the Senior Leadership Team (SLT) and other members of staff with pastoral responsibilities, to ensure that the subjects sit within the context of the broader CHS culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

6.5 To ensure the efficient discharge of its responsibilities under this Policy, the Trust has allocated the following tasks:

| Task  | Allocated to  | When / frequency of review              |
|---|---|---|
| Keeping the Policy up to date and compliant with the law and best practice  | Assistant Headteacher:<br>Personal Development and<br>Director of Operations  | As required, and, at least,<br>termly   |
| Monitoring the implementation of the Policy, relevant risk assessments and any action taken in response and evaluating effectiveness  | Assistant Headteacher:<br>Personal Development and<br>Subject Lead - PSHE     | As required, and, at least,<br>termly   |
| Maintaining up-to-date records of all information created in relation to the Policy and its implementation as required by the UK GDPR | Assistant Headteacher:<br>Personal Development and<br>School Business Manager | As required, and, at least,<br>termly   |
| Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to CHS' processes under the Policy     | Assistant Headteacher:<br>Personal Development and<br>Subject Lead - PSHE     | As required, and, at least,<br>annually |
| Formal annual review  | Trust   | Annually                                |
| Overall responsibility for content and implementation   | Trust   | As a minimum, annually                  |

## 7. Definition of Relationships and Sex Education

7.1 RSE for secondary education, including for pupils in the Sixth Form, is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils, who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate, and is taught sensitively and inclusively, with respect to backgrounds, beliefs, needs and vulnerabilities with the aim of providing all pupils with the knowledge that they need.

7.2 Sex education, as part of RSE in secondary schools, also includes the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.

## 8. Curriculum Content

- 8.1 By the end of secondary education, RSE includes teaching to develop knowledge on the topics specified for primary education: teaching about families and people, who care; caring friendships; respectful relationships; online relationships and being safe. It also includes teaching to develop knowledge on the topics covered in the primary science curriculum about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the curriculum provision includes teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health. Refer also to the Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.
- 8.2 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, and semi-nudes etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM). Refer also to the Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.
- 8.3 For Sixth Form curriculum detail, refer to the Year 12 and 13 Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.

## 9. Equality

- 9.1 CHS ensures that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of RSE. CHS considers whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as, although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.
- 9.2 CHS is alive to, and address, issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes, and takes positive action to build a culture of respect where such issues are not tolerated and any incidences are identified and tackled. CHS is committed to the starting point being that there should always be a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it is not tolerated. Sexual violence or sexual harassment is not passed off as "banter", "just having a laugh", part of "growing up" or "boys being boys" as CHS recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. CHS acts as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 CHS considers ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole-school approach, CHS (including the Subject Lead – PSHE and SLT) meets with representatives of the pupil body in order to seek pupil views on addressing these issues through the RSE programme and/or culture of CHS.



**9.5 Pupils with Special Educational Needs and Disabilities:** RSE is accessible for all pupils, including those with SEND and other vulnerabilities, and teaching is differentiated and personalised accordingly. CHS is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and take this into consideration when designing and teaching these subjects.

**9.6 Lesbian, Gay, Bisexual and Transgender (LGBT):** CHS encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. CHS is aware that children, who are, or perceived to be, LGBT, can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory RSE curriculum and CHS ensures that its teaching is sensitive and age-appropriate in content, and considers when it is appropriate to teach pupils about LGBT. This content is fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. CHS staff also endeavour to provide a safe space for LGBT children to speak out or to share their concerns.

9.7 CHS is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Trust to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

- 9.7.1 in the way it provides education for pupils;
- 9.7.2 in the way it provides pupils access to any benefit, facility or service; or
- 9.7.3 subjecting them to any other detriment.

9.8 CHS is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

## 10. Curriculum Delivery

10.1 CHS ensures that sufficient and regular time is allocated within the curriculum to deliver the RSE curriculum effectively, and in a manner designed to facilitate meaningful discussion.

10.2 Curriculum content and curriculum delivery are underpinned by the CHS Behaviour Policy and pastoral support system, as well as by a planned programme of evidence-based RSE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

10.3 The majority of RSE is delivered through the two curriculum areas of PSHE and science. It is carefully sequenced with sufficient time allocated for topics that pupils find difficult, e.g. consent and sharing explicit images. Refer to the Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.

CHS also uses the following means of delivering the RSE programme:

- In assemblies – an example of a delivery outline for one half-term is detailed below:

|           |      |   |    |                                |      |     |
|-----------|------|---|----|--------------------------------|------|-----|
| Monday    | DATE | 2 | 11 | Safeguarding                   | LEAD | SLT |
| Tuesday   |      |   | 10 | Safeguarding                   | LEAD | SLT |
| Wednesday |      |   | 9  | Safeguarding (Remote assembly) | LEAD | SLT |
| Thursday  |      |   | 8  | Safeguarding                   | LEAD | SLT |
| Friday    |      |   | 7  | Safeguarding                   | LEAD | SLT |

|           |      |   |    |                     |      |     |
|-----------|------|---|----|---------------------|------|-----|
| Monday    | DATE | 1 | 11 | Black History Month | LEAD | SLT |
| Tuesday   |      |   | 10 | Black History Month | LEAD | SLT |
| Wednesday |      |   | 9  | Black History Month | LEAD | SLT |
| Thursday  |      |   | 8  | Black History Month | LEAD | SLT |
| Friday    |      |   | 7  | Black History Month | LEAD | SLT |

|           |      |   |    |                                      |      |     |
|-----------|------|---|----|--------------------------------------|------|-----|
| Monday    | DATE | 1 | 11 | Safe internet use and virtual safety | LEAD | SLT |
| Tuesday   |      |   | 10 | Safe internet use and virtual safety | LEAD | SLT |
| Wednesday |      |   | 9  | Safe internet use and virtual safety | LEAD | SLT |
| Thursday  |      |   | 8  | Safe internet use and virtual safety | LEAD | SLT |
| Friday    |      |   | 7  | Safe internet use and virtual safety | LEAD | SLT |

|           |      |   |    |                    |      |     |
|-----------|------|---|----|--------------------|------|-----|
| Monday    | DATE | 1 | 11 | Holocaust memorial | LEAD | SLT |
| Tuesday   |      |   | 10 | Holocaust memorial | LEAD | SLT |
| Wednesday |      |   | 9  | Holocaust memorial | LEAD | SLT |
| Thursday  |      |   | 8  | Holocaust memorial | LEAD | SLT |
| Friday    |      |   | 7  | Holocaust memorial | LEAD | SLT |

|           |      |   |    |           |      |     |
|-----------|------|---|----|-----------|------|-----|
| Monday    | DATE | 2 | 11 | Diversity | LEAD | SLT |
| Tuesday   |      |   | 10 | Diversity | LEAD | SLT |
| Wednesday |      |   | 9  | Diversity | LEAD | SLT |
| Thursday  |      |   | 8  | Diversity | LEAD | SLT |
| Friday    |      |   | 7  | Diversity | LEAD | SLT |

|           |      |   |     |                              |      |     |
|-----------|------|---|-----|------------------------------|------|-----|
| Monday    | DATE | 2 | 10  | Celebration Assembly         | LEAD | SLT |
| Tuesday   |      |   | 9   | Celebration Assembly         | LEAD | SLT |
| Wednesday |      |   | 8   | Celebration Assembly         | LEAD | SLT |
| Thursday  |      |   | 7   | Celebration Assembly         | LEAD | SLT |
| Friday    |      |   | ALL | Honours assemblies - All Day | HOY  | SLT |

- In workshops (facilitated by outside providers), such as the Prince Charming Workshops on domestic abuse, Road Safety workshops and Bullet Proof workshops, exploring child-on-child abuse and gang related dangers.

10.4 As above, CHS often invites visiting speakers to the School to help enhance and enrich its curriculum, its pupils' experiences and to broaden their horizons and this is actively encouraged. CHS ensures that the arrangements for visiting speakers, whether invited by staff, pupils or Parents, are suitably assessed before the visit takes place, and that clear protocols, are followed

to ensure that those visiting speakers, and any resources used, are suitable, compatible with CHS' duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following CHS' visitor and security protocol. CHS ensures that any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources or delivery falls outside of CHS' expectations, or is deemed inappropriate, CHS takes appropriate action, which could include stopping the presentation altogether.

10.5 For Sixth Form, the curriculum is delivered as for all other Year Groups. For curriculum detail, refer to the Year 12 and 13 Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.

## 11. Assessment and Pupil Progress

11.1 Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across CHS in other subject areas. This is regularly monitored and reviewed by the Subject Lead – PSHE, and regularly reported to SLT, the CHS Local School Committee (LSC) and Trustees.

## 12. Resources

12.1 CHS regularly assesses the resources it uses prior to delivery of the programme and keeps the resources under review.

12.2 CHS shares resources with Parents as part of its consultation and review processes. Additionally, CHS makes available, via the Satchel One platform, a link to enable Parent access to all RSE resources.

12.3 The Subject Lead - PSHE leads the collation, assessment, review and use of these resources.

## 13. Pupil Questions

13.1 CHS appreciates that pupils may ask their teachers, or other adults, questions pertaining to sex or sexuality, which go beyond CHS' curriculum. CHS' approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children, whose questions go unanswered, may turn to inappropriate sources of information, and that such questions may indicate that a safeguarding response may be appropriate. INSET and other training seek to include information on how teachers can respond. Upskill focus with subject lead and RSE focused meetings.

## 14. Safeguarding, Reports of Abuse and Confidentiality

14.1 CHS follows *Keeping children safe in education (KCSIE)* and ensures that children are taught about safeguarding, including about how to stay safe online, and respectful relationships. Appropriate open forums to discuss potentially sensitive issues are made available to children. Children are also made aware of how to raise concerns or make a report and how any report is handled. CHS recognises that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed, or that it might need to respond to incidents or any patterns identified by CHS, for example, in particular cohorts.

14.2 Teachers follow the CHS policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests are maintained, but teachers cannot offer or promise absolute confidentiality. Teachers follow the

Trust’s Safeguarding and Child Protection Policy and School-level procedures if a child protection issue is raised.

14.3 In addition, but not alternatively to following the Trust’s Safeguarding and Child Protection Policy and School-level procedures, teachers also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns, and follow the CHS Anti-Bullying and Behaviour Policies, as appropriate.

14.4 CHS encourages pupils to talk to their Parents, and supports them to do so. CHS also informs pupils of sources of confidential help, for example, the Designated Safeguarding Lead and Safeguarding colleagues and relevant Year Teams.

14.5 Where CHS invites external agencies to support the delivery of these subjects, it agrees, in advance of the session, how a safeguarding report is to be dealt with by the external visitor.

## **15. Parents' Participation**

15.1 CHS recognises that Parents are the first teachers of their children and that they play a vital role in:

15.1.1 teaching their children about relationships and sex;

15.1.2 maintaining the culture and ethos of the family;

15.1.3 helping their children cope with the emotional and physical aspects of growing up;

15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.

15.2 CHS consults with Parents in the development and review of this Policy and on the content of the RSE programmes, including a sample of resources to be used. Refer Appendix 3.

15.3 CHS communicates to Parents an overview of what is to be taught, and when, in delivering RSE, including a sample of resources to be used. Refer Appendices 1 and 2.

15.4 CHS regularly engages with Parents to seek their views on the quality of RSE, and on School culture.

15.5 It also keeps in regular contact with Parents reinforcing the importance of children being safe online, as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.

15.6 Parents of secondary age children have the right to request that their child be withdrawn from some, or all, of sex education delivered as part of RSE at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. CHS makes alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

15.7 Following a request to withdraw in relation to a secondary age child, the Headteacher (HT) or appropriate senior member of staff as determined by the HT, requests a discussion with the child’s Parents, and, where appropriate, with the child. Following that discussion, except in exceptional circumstances, CHS should respect the Parents request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, CHS should arrange to provide the child with sex education during one of those terms. There may be exceptional circumstances where the HT may want to consider a pupil’s

specific needs arising from their SEND when making this decision. Any discussions and decisions will be documented by CHS.

- 15.8 The Parents' right to request that their child be withdrawn from some or all of sex education is communicated to them by CHS. There is no right to withdraw from relationships education.

## 16.Consultation

- 16.1 This Policy has been produced and is reviewed in consultation with Parents, teachers and pupils, and seeks to consider the views of the whole CHS community.

## 17.Training

- 17.1 CHS carefully considers the suitability of staff teaching RSE, and ensures that they are committed to the priority that CHS affords to the subject, and to professional development in the subject. CHS provides additional resources to staff, who are not specialists in the subject, in order that they can successfully implement the curriculum.

- 17.2 CHS ensures appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.

- 17.3 CHS has a specialist Subject Lead, who ensures consistency and professionalism, and that regular guidance and training is arranged on induction, and at regular intervals thereafter, so that staff and volunteers understand what is expected of them under this Policy, and have the necessary knowledge and skills to carry out their roles.

The level and frequency of training depends on the role of the individual member of staff and their duties. This includes training of all teaching and pastoral staff in accordance with the Department for Education (DfE) teacher training materials in respect of RSE. High-quality, specific training provided for teachers delivering RSE and the School reviews the adequacy of that training at all levels, to ensure that it is fit for purpose. Training may also include instruction on how to complete risk assessments. Whilst it is not envisaged that a risk assessment is necessary for every RSE lesson, they are relevant, for example, where the suitability of visiting speakers is assessed or where external resources are reviewed or purchased. There may also be other scenarios where assessments of any risk are carried out as part of the normal course of planning of lesson content. For example, where content is to be taught that may affect more vulnerable groups of pupils or those that have been identified as at a higher risk of bullying or safeguarding incidents - when teaching about LGBT relationships, which needs to be sensitive and age-appropriate, taking into account that those, who are or who are perceived to be, LGBT can be at greater risk of abuse, or when, as part of the teaching of pupils with SEND, taking into account those who are identified as being more vulnerable to bullying and exploitation.

- 17.4 CHS maintains written records of all staff training.

## 18.Record Keeping

- 18.1 All records created in accordance with this Policy are managed in accordance with the Trust's policies that apply to the retention and destruction of records.

- 18.2 All matters arising from this Policy involving a child protection issue are recorded and dealt with under the Trust's Safeguarding and Child Protection Policy and School-level procedures, including incidents involving sexual harassment and sexual violence.

18.3 The records created in accordance with this Policy may contain personal data. The Trust has a number of privacy notices, which explain how all of its Schools, including CHS, use personal data. CHS' approach to data protection compliance is set out in Trust's Data Protection Policy. In addition, staff must ensure that they follow the Trust and School-level data protection policies and procedures when handling personal data created in connection with this Policy.

## **19. Monitoring, Evaluation and Review**

19.1 The Subject Lead – PSHE and the Head of Science ensure that:

- 19.1.1 all schemes of work are reviewed on a regular basis to assess the content, and that the content as defined within the Policy is accurate and conforms to current guidance;
- 19.1.2 colleagues within their department, or staff delivering this curriculum, are familiar with this Policy, and ensure that delivery, assessment and pupil progress conform to the guidelines set down in the Policy and its appendices;
- 19.1.3 staff teaching any part of the RSE programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with Parents and any training and development needs;
- 19.1.4 any review of the RSE programme includes an opportunity for the views of Parents to be considered;
- 19.1.5 any review of the RSE programme includes an opportunity for the views of teachers and pupils to be considered;
- 19.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this Policy and the statutory guidance *Relationships education, relationships and sex education and health education* (DfE, September 2021).

## Appendix 1 - Relationships and Sex Education Programme Overview

Overview of the delivery of teaching units, coverage across curriculum areas, including through regular timetabled lessons and including provision for the Sixth Form Year Groups.

| <i>Main Programme Overview</i> |                                     |  |  |
|--------------------------------|-------------------------------------|--|--|
| Key Stage 3 Programme          |                                     |  |  |
| Year 7                         |                                     |  |  |
| Session                        | Title                               | Focus of the Session   | Key Themes: Issues Included  |
| 7.1                            | Introduction to RSE                 | Importance of ground rules; it's OK not to know things; importance of seeking reliable information; enhancing ability to discuss sensitive issues; sexual development. | Puberty, reproduction, developing sexuality, body image, communication, relationships, accessing health services, confidentiality/safeguarding.    |
| 7.2                            | Menstrual wellbeing                 | To describe and evaluate a range of menstrual products. To be able to challenge assumptions and stereotypes about menstruation.  | Self-esteem, communication, equality, respect.   |
| 7.3                            | Healthy and unhealthy relationships | Recognising behaviours of a healthy and unhealthy relationship.  | Different types of relationships, healthy and positive relationships, trust, honesty, respect, equality, communication. Accessing health services. |

|     |                   |   |   |
|-----|-------------------|---|---|
| 7.4 | Managing conflict | Learning about skills to manage conflict in families.   | Effective communication, conflict management, trust, honesty. Signposting support services.         |
| 7.5 | Consent           | To know about what consent means, both legally and ethically, and what it looks like in practice. | Communication, the law, positive self-esteem, permission and coercion, signposting support services |
| 7.6 | 'Internet Safety' | Safe use of the internet and mobile 'phones; the risks of sexting /explicit 'selfies'.            | Internet and phone safety, sexting, sexualised behaviour, the law, safeguarding.                    |

Year 8

| Session | Title                                   | Focus of the Session  | Key Themes: Issues Included   |
|---------|---|---|---|
| 8.1     | Relationship values                     | To develop realistic and healthy relationship expectations.   | Communication, positive relationships, identifying healthy and unhealthy characteristics, signposting support services. |
| 8.2     | Influences on relationship expectations | To justify views around expectations in relationships and explain issues relating to the sharing of sexual images. Understanding how the media can distort relationship expectations. | Sexting, the law on indecent images, persuasion, self-esteem, analysing situations, signposting support services.       |
| 8.3     | Sexual orientation and gender identity  | Understanding and respecting the spectrum of gender identities and sexual orientation.  | Identity, developing sexuality, communication, supporting others,   |



|     |                                |   |   |
|-----|--------------------------------|---|---|
|     |                                |   | awareness, diversity, equality, respect, signposting support services.                      |
| 8.4 | Avoiding assumptions           | Identifying common assumptions relating to consent. Explaining the right to not give, or withdraw consent at any time. Demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent. | Consent, the law on consent, assumptions, empathy, respect, signposting support services.   |
| 8.5 | Intimacy                       | Recognising that there are different types of intimacy and to evaluate consequences for intimate relationships.   | Intimacy in relationships, pressure, communication, trust, honesty, respect, equality, law. |
| 8.6 | Introduction to contraception. | Basic contraception knowledge including signposting access.   | Types of contraception, their use and effectiveness, accessing local services.              |
| 8.7 | HPV                            | Explain what the HPV vaccine is and how it can provide protection. Identify and challenge misconceptions regarding the HPV vaccine. Describe what happens when someone receives the HPV vaccination   | Vaccinations, freedom of choice, prevention, health services, signposting support.          |

Year 9

|     |                                 |  |  |
|-----|---------------------------------|--|--|
| 9.1 | Abusive relationships           | To know about different types of abuse. Recognise controlling and coercive behaviours, build resilience against abusive behaviours, know when and where to get help.   | Control, consent, physical, emotional, financial abuse, analyse different situations, signposting support services.  |
| 9.2 | Exploitation                    | Know what exploitation is and the forms it can take. Recognise signs of exploitation. Know how to avoid being exploited and what to do if you suspect exploitation is happening.                                       | Control, consent, abuse, the law, consequences, peer-pressure, healthy and unhealthy features of relationships, analysing situations, signposting support.   |
| 9.3 | Freedom and capacity to consent | Understand what is meant by freedom and capacity to consent. Recognise contexts when the freedom and or capacity to consent has been removed. The consequences of misleading someone. Know when and where to get help. | Examples of times when freedom and capacity to consent is removed and how it can cause serious consequences if ignored. Analyse different situations, and empathise with feelings of others. Signposting support services. |
| 9.4 | Sexual health                   | Knowledge of STIs and their consequences; the importance of sexual health checks. Options on unplanned pregnancies.  | STIs including HIV: transmission, consequences, prevention, treatment services, sexual myths and stereotypes.  |
| 9.5 | Contraception                   | Different Types of contraception and their effectiveness. Where  | Condoms, their use and effectiveness, sexual myths, communication, consent, accessing services, young people's rights.   |

|                             |                                   | and how to access contraception.<br>The practicalities of condom use.   |   |
|-----------------------------|-----------------------------------|---|---|
| 9.6                         | Managing the end of relationships | Ending intimate relationships in a safe and appropriate way.<br>Identifying emotions linked to a relationship breakdown.  | Communication, advice for people in relationships, do's and don'ts for managing breakups. Signposting support services.                           |
| Key Stage 4 and 5 Programme |                                   |   |   |
| Year 10                     |                                   |   |   |
| Session                     | Title                             | Focus of the Session  | Key Themes: Issues Included   |
| 10.1                        | The role of intimacy and pleasure | To recognise what enthusiastic consent looks and feels like. To assess the importance of readiness for intimacy as an individual and as a couple. Understand the role that communication and respect play in healthy relationships and consent. | Communication, healthy and unhealthy relationship behaviours, enthusiastic consent, readiness for sex, the law, signposting support services.     |
| 10.2                        | The impact of pornography         | Pornography and its impact on individuals and society. How pornography can lead to unrealistic expectations. The law and pornography.   | Indecent images, the law, consent, analysing situations, harmful effects of pornography, self-esteem, consequences, signposting support services. |

|                       |   |   |   |
|-----------------------|---|---|---|
| 10.3                  | Permission, persuasion and coercion         | To know that seeking consent through pressure and coercion is wrong and how to manage pressure to consent.    | Recognition of inappropriate behaviours, communication, self-awareness, victim blaming, legal consequences, empathy, signposting support services.                              |
| 10.4                  | Managing relationship conflict and breakups | Identifying and managing appropriate and inappropriate behaviours and when a relationship may be unsafe.      | Differentiate between healthy and unhealthy behaviours, suggesting ways to respond to conflict, awareness of emotions involved in breakups, signposting support services.       |
| 10.5                  | Relationship abuse                          | How to get support and/ or end an abusive relationship.   | Identifying signs of abuse, exit strategies, thoughts and feelings involved in relationships, overcoming barriers, offering advice, signposting support services.               |
| 10.6                  | Contraception and emergency contraception   | The suitability and effectiveness of different types of contraception including emergency contraception.      | Negotiating the use of condoms, comparison of different contraception, how emergency contraception differs, where to obtain contraceptive advice, signposting support services. |
| <b>Years 11/12/13</b> |   |   |   |
| <b>Session</b>        | <b>Title</b>                                | <b>Focus of the Session</b>   | <b>Key Themes: Issues Included</b>  |
| 11.1                  | Consent and consequences                    | What consent is and how to give it. The law around consent. The possible consequences of not gaining consent. | Exploitation, communication, freedom and capacity to consent, consequences for actions, manipulation, body language, case scenarios, signposting support services.              |

|      |  |  |  |
|------|--|--|--|
| 11.2 | Sexual Relationships                               | Possible relationship pressures and risk for older teenagers; decision making. Responsibility that comes with sexual relationships.                        | Features of good and bad relationship, making good decisions, responsibility, readiness for sex.   |
| 11.3 | Contraception, fertility and routes to parenthood. | Learn about ways to promote sexual health and prevent unplanned pregnancy, how fertility changes over time, and the different routes to becoming a parent. | Parenting, family, routes to fertility, accessing contraception, consent, the law and sex, long-term committed relationships.            |
| 11.4 | Pregnancy outcomes                                 | Looking at the options available for unplanned pregnancy   | Pregnancy, abortion, adoption, miscarriage, influence, emotions, where to get support.   |
| 11.5 | Exploring relationships; long term commitments     | To know about different types of relationships, including legal marriage and forced marriage.  | Options available for long term commitments, responsibility, legal aspects of different commitments, unacceptability of forced marriage. |

## Appendix 2 – Science Programme Overview

| Science Programme Overview |                                |  |   |
|----------------------------|--------------------------------|--|---|
| Key Stage 3 Programme      |                                |  |   |
| Year 7                     |                                |  |   |
| Session                    | Title                          | Focus of the Session   | Key Themes: Issues Included                                     |
| 1.1.14                     | The male reproductive system   | Structure and function of the male reproductive system.                        | Testes, scrotal sac, sperm duct, semen, urethra, penis.         |
| 1.1.15                     | The female reproductive system | Structure and function of the female reproductive system.                      | Vagina, cervix, uterus, oviduct, ovary, ovulation, infertility. |
| 1.1.16                     | Changes in puberty             | Changes in male and female bodies during puberty.                              | Puberty, menstruation, period.                                  |
| 1.1.17/1.1.18              | How a foetus develops          | The process of growth.<br><br>Factors affecting the development of the foetus. | Embryo, foetus, placenta, umbilical cord.                       |
| Year 9                     |                                |  |   |
| Session                    | Title                          | Focus of the Session   | Key Themes: Issues Included                                     |
| B1.4                       | Specialisation in animal cells | Structure of the sperm and egg.  | Sperm, egg, testes, ovaries.                                    |

| Key Stage 4 and 5 Programme |                                  |   |  |
|-----------------------------|----------------------------------|---|--|
| Year 10                     |                                  |   |  |
| Session                     | Title                            | Focus of the Session  | Key Themes: Issues Included  |
| B5.6                        | Viral Diseases                   | HIV/AIDS - Transmission, prevention, treatment and symptoms.  | HIV, AIDS, condoms as a barrier method, antiretroviral drugs.  |
| B5.7                        | Bacterial Diseases               | Gonorrhoea- Transmission, prevention, treatment and symptoms.   | Gonorrhoea, condoms as a barrier method, antibiotics, discharge, pain on urination.                                    |
| Year 11/12/13               |                                  |   |  |
| Session                     | Title                            | Focus of the Session  | Key Themes: Issues Included  |
| B11.5                       | Human Reproduction               | Puberty and the role of hormones in the development of secondary characteristics.   | Puberty, FSH, LH.  |
| B11.6                       | Hormones and the menstrual cycle | The interactions of four hormones on the menstrual cycle.   | Oestrogen, FSH, LH, progesterone, menstruation.  |
| B11.7                       | Artificial control of fertility  | The control of fertility through hormonal and non-hormonal methods such as diaphragms, condoms, spermicides, surgical sterilisation, abstinence and intrauterine devices. | The contraceptive pill, diaphragms, condoms, spermicides, surgical sterilisation, abstinence and intrauterine devices. |

|       |                        |                               |   |
|-------|------------------------|-------------------------------|---|
| B11.8 | Infertility Treatments | The process and risks of IVF. | IVF, often unsuccessful or risky multiple births. |
|-------|------------------------|-------------------------------|---|



## Appendix 3 - Parents' Consultation and Review Process

### General Principles

CHS consults with Parents when developing and reviewing its policies for RSE, which help inform its decisions on when and how certain curriculum content is covered and how it is delivered. The CHS consultation includes giving the space and time for Parents to input, ask questions, share concerns and for CHS to decide the way forward.

CHS listens to Parents' views, and then makes a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a Parental veto on curriculum content or delivery.

As part of its consultation with Parents, CHS provides examples of the resources that it plans to use, for example, the books that are used in lessons. CHS may adapt its timescales, process and content to respond to the needs of the School and its pupils.

### Example Timetable for Consultation Process

| Action   | Timeframe guidelines to complete draft policy, parent consultation and final policy |
|--|---|
| Draft CHS RSE Policy<br><br>(Staff and pupils may be consulted before this draft is produced)  | May-24  |
| Whole-school communication publicising Parent consultation on RSE, including what consultation constitutes and invitation to parents to make written/oral comments and pose questions.   | May-24  |
| Arrange Parent Forum to present draft policy key points; including curriculum map for Year Group coverage and to explain Parents' right to withdraw, and to seek Parents' input on the issues.<br><br>The CHS staff panel, typically, comprises: <ul style="list-style-type: none"> <li>• the AHT - Personal Development;</li> <li>• the Head of Science;</li> <li>• the Subject Lead – PSHE.</li> </ul> | Jun-24/Jul-24   |
| Parental comms, parental drop-ins  | Jun-24/Jul-24   |
| Consideration of Parental comments and questions.  | Two weeks.  |

|  |   |
|--|---|
| <p>Communication to Parents of comments/concerns and questions raised and responses of how these could be addressed.</p> <p>The CHS LSC should also be made aware at this point.</p>   | <p>Two weeks following end of consideration window.</p>         |
| <p>Consideration of school-Parent working parties on specific areas of concern (if relevant).</p> <p>Consideration of a 'Parent Champion' member of staff (if relevant).</p> <p>Consideration of specific Parent focus groups, e.g. how to manage conversations with your children about RSE (if relevant).</p> <p>Consideration of LSC feedback.</p>  | <p>As above, to be highlighted as part of the CHS response.</p> |
| <p>Reconsideration of draft policy and curriculum provision in light of Parent comments, with particular reference to changes that have been made as a result of consultation.</p>   | <p>Complete by the end of academic year 2023/24.</p>            |
| <p>Distribution to Parents of the CHS RSE Policy, the teaching units to be delivered and when, together with example resources e.g. lesson plans/books.</p> <p>Explanation to Parents of the right to withdraw, in what circumstances and how.</p> <p>Parents to be informed, in writing, of the teaching units proposed to be covered for their child's Year Group and an explanation to be given of their right to withdraw from relevant areas of the curriculum in sufficient time ahead of curriculum delivery.</p> <p>(Staff training to take place after the policy and scheme of work/curriculum map have finally been decided).</p> | <p>Complete by the end of academic year 2023/24.</p>            |
| <p>RSE Policy approved by Trust Board</p>  | <p>26-Sep-24</p>  |
| <p>Communication to Parents of the end of the process of consultation and approval, and publication of final version of the RSE Policy on the School website.</p>  |   |
| <p>New RSE curriculum delivered.</p>   | <p>Sep-24</p>   |

|   |           |
|---|-----------|
| Plan to review policy with Parents via invitation for written representations and Parent forum. | Annually. |
|---|-----------|