



Relationships and sex education policy

Primary and Secondary Academies

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Introduction

Relationships and Sex education is an integral part of our personal, social and health education programme, an area which is considered important throughout our academies.

We believe that Relationships and Sex education (RSE) is an ongoing process, which should: -

- start in the home and continue at an academy school
- happen in partnership with parents.

The school's programme of Relationships and Sex education will be embedded within the school's Personal, Social, Health and Economic (PSHE) education curriculum and will help children to respect themselves, respect others and to move with confidence through adolescence into adulthood.

Advice from the PSHE Association (2017) suggests that RSE should:

- Be sensitive to the range of religious and cultural views about sexual behaviour
- Ensure pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals
- Include clear, impartial scientific information on matters such as puberty, abortion and assisted conception
- Cover the law in relation to Female Genital Mutilation (FGM), Forced Marriage and Child Sexual Exploitation.

At CHAT, RSE serves the role of fostering gender and LGBT+ equality. Pupils are taught about different sexual orientations, and support that is available for young people.

The programme is tailored to the age and physical and emotional maturity of the children and is delivered by academy staff and invited professionals.

A positive effort has and will continue to be made to inform and involve parents.

Rationale

We have based our schools' RSE policy on guidance from the Department for Education (DfE) and the PSHE Association. [The Department for Education's 'Sex and Relationships Education Guidance'](#) defines sex education as :-

...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. www.gov.uk/government/publications/sex-and-relationship-education

Relationships and Sex Education forms part of the Personal, Social, Health and Economic (PSHE) education, Science and Religious education curricula at CHAT Academies.

We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation, or any particular religious' views.

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social, health and economic education (PSHE) curriculum, we also teach some relationships and sex education through other subject areas (for example science, religious education and sociology).

Equal opportunities

All pupils will have the opportunity to participate in sex and relationship education.

- We ensure Relationships and Sex Education is inclusive and meets all students, including those with special educational needs and disabilities (SEND) by liaising with the SENCOs, and specialist organisations to develop differentiated resources and lessons and providing additional support in lessons.
- We ensure Relationships and Sex Education fosters gender equality and LGBT+ equality by using distancing techniques and including content and support that reflects inclusion and diversity.

Outcomes

Broadly, the aims of the Relationships and Sex Education programme are that students will:

- Know and understand their rights and responsibilities to others in all relationships
- Know they have a right to feel safe in their relationships with others
- Know they have the responsibility to respect others, and to treat partners equally
- Develop the skills of communication and self-assertion to safeguard themselves and seek help when it is needed
- Develop the attributes of kindness, care and respect for others in all their relationships

The intended outcomes of students at CHAT Academies will of course vary between the Primary and Secondary Academies. Please see the following appendices for details of each.

APPENDIX 1 Aims and objectives for Primary Academies

APPENDIX 2 Aims and objectives for Secondary Academies

Roles and responsibilities

Trustees and Local Governing Bodies

The Trustees are responsible for the Relationships and Sex Education policy at CHAT Academies and both they and the Local Governing Bodies monitor its implementation and use.

Head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's

responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The head teacher monitors this policy on a regular basis and reports to the Chief Executive Officer and Trustees, when requested, on the effectiveness of the policy.

PSHE Education Lead

The Relationships and Sex Education programme will be led by the PSHE lead/s in each school. He or she will be responsible for:

- developing and co-ordinating curriculum and instruction
- co-ordinating appropriate visitors
- liaising with the senior leadership, safeguarding and pastoral teams to ensure that RSE reflects the needs of all students.

Teachers

All teachers may be asked to deliver Relationships and Sex Education, in accordance with statutory guidelines and the schools' policy and curriculum. Teachers have a responsibility to ensure all students are aware of their rights and responsibilities.

Teaching staff will receive Relationships and Sex Education training on a regular basis, in accordance with the needs of the school and student body.

Parents and carers

Relationships and sex education starts in the home. CHAT Academies will support parents by building positive relationships and forging links between parents, schools and external providers, fostered on mutual understanding, trust and co-operation.

In promoting this objective, we:

- Inform parents about the schools' relationship and sex education policy and practice
- Answer any questions that parents may have about the relationships and sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in the school.

Whilst we are not a maintained school, we follow the requirements of [Section 405 of the Education Act 1996](#) with regard to parents / carers right to withdraw their children from non-statutory Relationships and Sex Education.

If a parent or carer wishes to withdraw their child from relationships and sex education, they should put their request in writing to the head teacher. The head teacher will arrange for a discussion with the parent or provide a written response.

It should be noted that whilst we will always consider the wishes of parents where possible, many aspects of the lessons are part of the science curriculum which schools and academies have a statutory duty to teach.

Legislation (statutory regulations and guidance)

Under the revised DfE statutory guidance, we are required to teach relationships education / RSE as part of the PSHE and science curriculum.

The Relationships and Sex Education policy supports safeguarding and child protection; social, moral, spiritual and cultural education; equalities; e-safety; inclusion; and positive behaviour by promoting safe, respectful and inclusive educational practices.

Documents and legislation which inform the school's RSE policy include:

- [Education Act \(1996\)](#)
- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Supplementary Guidance SRE for the 21st century \(2014\)](#)
- [Keeping children safe in education \(2016\)](#)
- [Children and Social Work Act \(2017\)](#)

Curriculum design

Please see Appendices 1 and 2 for information on Curriculum design in the Primary and Secondary academies.

Safe and effective practice

We will ensure a safe learning environment by ensuring teachers have the training and environment needed to establish safe ground rules with students. Students are encouraged to ask questions, and will be given a safe environment to do so.

All students will be taught and expected to use the correct terminology to discuss sex, gender, homosexuality, sexually transmitted infections and contraception.

Direct or explicit questions or comments that identify members of staff or students do not have to be answered, and will be handled sensitively by trained members of staff, including the safeguarding team. Teachers may use their discretion in sensitive situations (with the exception of a disclosure).

All staff teaching Relationships and Sex Education will be supported by the PSHE Lead/Co-ordinator and SLT to ensure they have the knowledge and training to deal with students' sensitive questions.

Safeguarding

Direct or explicit questions or comments that identify members of staff or students do not have to be answered, and will be handled sensitively by trained members of staff, including the safeguarding team. Teachers may use their discretion in sensitive situations (with the exception of a disclosure).

In the case of a disclosure the. Designated Safeguarding Team will be notified and the usual safeguarding processes will be followed as outlined in the [Safeguarding, child protection and associated procedures](#).

Aims and objectives for primary academies

Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

Objectives

Sex and relationship teaching will be delivered via two areas of the curriculum.

1. Through the Science curriculum / PSHE where pupils should

At Key Stage 1: -

- Know that humans develop at different rates.
- Know that animals including humans, move, feed, grow, use their senses and reproduce
- Recognise and compare the main external parts of bodies of the humans
- Know that humans and animals can produce offspring and these grow into adults
- Recognise the similarities and differences between themselves and others; and treat others with sensitivity.

At Key Stage 2: -

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place before, during and after puberty.
- Know that there are many different kinds of relationships; be able to talk about relationships (including friendships) with important adults.
- Know that the life processes common to humans and other animals include nutrition, growth and reproduction
- Know the main stages of the human life cycle and how they affect the human body

2. Through the academies SRE Scheme of Work.

Here the children are taught:

- As with other PSHE units, Sex Education will develop in response to key questions
- Sex education at the school will be developmental and age appropriate
- Pupils will be taught about the nature of the human body and how it grows and changes
- Sex education will be taught within the context of relationships and family life

Monitoring and review

It is the responsibility of the PSHE subject leader, alongside the Senior Leadership Team, to monitor the standards of children's work and the quality of teaching in sex education supported by the head teacher.

The leader will also:

- Attend inset training and feedback / disseminate to staff
- Consult and advise colleagues
- Monitor sex education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books
- Set clear realistic targets for raising awareness and understanding throughout the school

Aims and objectives for secondary academies

Aims

To deliver a comprehensive RSE programme in line with legislation and guidance from professional bodies such as the PSHE Association. Relationships and sex education will adopt the following recommendations made in the Department for Education's guidance '[Relationships and Sex Education and Personal, Social, Health and Economic Education](#)'

Students will learn

- About different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, as well as how to recognise unhealthy relationships and where to go for help and advice.
- How relationships may affect health and wellbeing, including mental health
- About healthy relationships and safety online
- Factual knowledge about sex, sexual health and sexuality, within the context of relationships.
- The legal, social and health impacts of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE)

Relationships and sex education at secondary level is taught comprehensively through science, PSHE and religious studies, and reflects statutory and curriculum requirements, as well as examples of best practice. By learning about relationships and sex, we aim to instil the following skills, attitudes and values in our students:

Personal and Social Skills

- How to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy to others
- How to make decisions and choices that may affect themselves and others
- How to recognise the consequences and outcomes of choices
- How to behave positively and assertively to set and respect boundaries
- How to recognise, avoid and report exploitation and abuse

Attitudes and Values

- To recognise and respect the importance of personal values in making decisions
- Respect, love and care for others
- To treat others with kindness and without prejudice
- To be critical thinkers and consumers of media
- To develop an understanding of students' personal values and what influences these