

Chorus Education Trust

Relationships & Sex Education (RSE) Policy

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

Version number:	1.0
Implementation date:	February 2020
Next review:	February 2022
Name and job title of author:	Jessica Priestley & Chris Steadman-South
Target audience:	Students / Staff / Parents
Related documents:	Equality Policy



Contents

Relationships & Sex Education (RSE) Policy Statement	3
Relationships Education, Relationships and Sex Education (RSE) Policy	4
Legislation:	4
Introduction	4
What is Sex and Relationships Education?	4
Aim:	5
Objectives:	5
The Teaching of Relationships, Sex Education.....	5
Delivery:	5
Content:	6
How are resources used with reasons for their selection?	6
Roles and Responsibilities.....	7
The PHSE Co-ordinator has the following responsibilities:	7
The Governors/Trustees have the following responsibilities:	7
Teachers have the following responsibilities:	7
Staff Training	7
Moral and Values Framework.....	8
Monitoring and Evaluation	8
Parental Rights and the Curriculum	8
Equal Opportunities.....	9
Safeguarding Students, Confidentiality and Child Protection	9
Answering Student’s Questions	10
Provision for young women’s menstruation needs.....	10
Information for Staff and Students on local support services.....	10

Relationships & Sex Education (RSE) Policy Statement

Our Relationships & Sex Education (RSE) Policy is outlined below.

It is endorsed by the Board of Trustees, who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The Board accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to all parts of the Trust.

Relationships Education, Relationships and Sex Education (RSE) Policy

Legislation:

We are required to teach RSE as part of statutory guidance that states from September 2019, all schools must deliver relationships and sex education in secondary schools.

Documents that 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 – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Introduction

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional developed. At Chorus Education Trust, RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex) and sexuality.

Effective relationship and sex education is essential to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE in Chorus Education Trust will help build the foundations of knowledge, skills and attitudes which will help students to make positive, informed and safe choices about their lives. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSE at Chorus Education Trust will help young people form and maintain positive and fulfilling relationships and help them learn to respect themselves and others around them.

What is Sex and Relationships Education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, health, social and economic education (PHSE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

Aim:

To equip students with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships.

Objectives:

- To respect equality and be a productive member of a diverse community
- Understand what a healthy relationships looks like (what is acceptable and unacceptable)
- Contraception, developing intimate relationships and resisting pressure to have sex
- Understand human sexuality and to respect themselves and others
- Knowledge about safer sex and sexual health to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life
- About family relationships, friendships and other kinds of relationships
- Benefits of healthy relationships to their mental well-being and self-respect
- Practice of resilience and character
- Facts and the law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way
- Key aspects of the law relating to sex including the age of consent, rape, sexual assault and harassment and choices permitted by the law around pregnancy
- Grooming, sexual exploitation and domestic abuse including coercive and controlling behaviour
- Address the physical and emotional damage caused by female genital mutilation (FGM)
- How to identify and access appropriate advice and support

The Teaching of Relationships, Sex Education

Delivery:

RSE will be taught across the curriculum but specifically in PHSE, Science (Biology) and assemblies. Class teachers are responsible for teaching PHSE.

The formal RSE programme will be delivered in KS3 through a weekly PHSE session and KS4 through Drop Down Days.

We recognise RSE sessions require the use of a range of teaching and learning strategies in order for students to have the opportunity to develop skills, explore attitudes/values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of RSE at Chorus Education Trust includes: watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure all students are able to access the activities employed. Activities will be appropriately differentiated for all students.

Students will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

We ensure both male and female students receive information on their emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. Whilst most sessions will be delivered to class groups, some of the sessions on puberty, contraception may be delivered to gender groups so that the students have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender group.

Content:

RSE will be delivered to all students at an appropriate level through the following themes:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including sexual health

Content and delivery will be matched to the age, maturity, understanding and needs of the students in each year group. We will use various methods at the beginning of each year to assess student's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the students we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that students have different family names for sexual parts we teach and encourage the use of the scientific names. Students need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver RSE.

In November 2013, the Office of the Students' Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it.

Younger students should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school's approach to safeguarding. Learning to respect boundaries – their own and other people – helps students to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise. (Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014).

How are resources used with reasons for their selection?

RSE resources are chosen and checked by the PHSE Subject Leader for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness

The national and local guidance on appropriate RSE resources are checked and then the judged on their suitability for use with our young people. Chorus Education Trust will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all students within their class.

Roles and Responsibilities

The PHSE Co-ordinator has the following responsibilities:

- To lead the bi-annual review of the RSE policy
- To ensure that resources used are relevant and appropriate to the needs of the students
- To lead on the evaluation of the RSE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective RSE

The Governors/Trustees have the following responsibilities:

- To ensure that an up-to-date RSE policy is in place and is made available to parents and for inspection
- To ensure that the RSE policy and curriculum are in line with the DfEE RSE Guidance
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support RSE, is doing so in line with the school's RSE policy, and other relevant school policies
- To contribute to the evaluation of the programme
- Assessing students' progress against the agreed learning outcomes

Staff Training

Staff training on RSE is co-ordinated by the PHSE Subject Leader. Training requirements will be identified through the bi-annual review process or through a teacher expressing individual needs to the Head Teacher. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via a future staff meeting.

Moral and Values Framework

Monitoring and Evaluation

At the end of each lesson teachers will use a range of informal methods to give students the opportunity to reflect on their learning and development.

Throughout each topic a range of methods will be used to assess the extent to which students are achieving the intended learning outcomes.

Students will be assessed on the following 4 areas:

- 1.1 Recall facts and ideas with basic understanding
- 1.2 Identify and select relevant information with basic explanation
- 1.3 Show reasoned understanding and explain ideas giving examples
- 1.4 Able to consider the reasons for and impact of certain actions on an individual and wider community.

The PHSE subject leader will plan and monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance especially the National Curriculum for PHSE. The programme will be reviewed on an annual basis. Lessons will be observed and students may be consulted on the delivery and effectiveness of the lessons.

As part of effective RSE provision, the RSE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Parental Rights and the Curriculum

We recognise that parents/carers are key partners in our delivery of a comprehensive RSE programme for students at the Chorus Education Trust. The RSE we deliver is designed to support the important role of parents in this area.

If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

Parents DO NOT have the right to withdraw their child from the RSE element of the National Science Curriculum. This is the biological aspects of human growth and reproduction.

Parents DO have the right to withdraw their child from RSE provided within PHSE. If a parent wishes to withdraw their child from some or all of sex education then they should send a letter to the Head of School outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent wishing to withdraw their child, the parent/carer must make supervision and study provision for the child for the duration of the withdrawal from SRE lessons.

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE:

1. Parents will not be able to withdraw their child from relationships education in primary school or secondary school.
2. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools).

However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

Equal Opportunities

Chorus Trust encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of RSE we will ensure that resources used and teaching styles employed reflect and support the diversity of our students and wider society. All members of the school community will feel safe, valued and respected. (see Equality Policy) Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language.

We recognise that students at the school come from a range of family backgrounds, these include: Students whose parents are not married; Students whose parents have divorced or separated; Students in public care; Students living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that Students see these family groupings and relationships represented and affirmed within the RSE curriculum and resources.

Planning has taken account of the diverse needs of students and sessions will be differentiated as appropriate.

Safeguarding Students, Confidentiality and Child Protection

All staff members at Chorus Education Trust have a duty to safeguard the well-being of students.

At Chorus Education Trust we recognise that the open discussion associated with PHSE/SRE may lead to students making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Child Protection Designated Person. The Child Protection Designated Lead will then work in line with the relevant school policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is at risk.

We use group agreements within PHSE/SRE sessions in order to ensure that students are aware that teachers cannot offer complete confidentiality in all instances. Where a staff member has to disclose information to another party, this will be done following discussion with the student if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals. For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policies which are available on the school website.

Answering Student's Questions

Students are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer student's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / students.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations, staff will sensitively turn the question back on the student to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.
- In all PHSE/RSE sessions an anonymous question box will be available so that all Students feel able to ask questions and receive appropriate answers. **All** questions that are placed in the box will be answered in an age-appropriate, factual manner.

Provision for young women's menstruation needs

Sanitary disposal units are available in the staff and in students' toilets. All female students and their parents are informed that sanitary protection and spare underwear can be obtained from reception in the event of a student starting menstruation when at school. Supplies are kept within school to deal with emergencies.. Both male and female students are educated about periods through the SRE curriculum to encourage empathy and understanding.

Information for Staff and Students on local support services

It is hoped that students will feel able to approach parents or staff with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage students to discuss issues with parents. However, we recognise that some students may feel more comfortable accessing other agencies/sources of information. Therefore, the school provides student health and wellbeing telephone numbers and web addresses of appropriate sources of confidential support. Through the comprehensive PHSE curriculum students are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.