



# Relationships and Sex Education & Health Education Policy

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## Relationship and Sex Education & Health Education Policy

### KEY REQUIREMENTS/LEGAL DUTIES

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act 2006, and the revised Department for Education statutory guidance from September 2020. This includes that schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- Promote the wellbeing of pupils at the school
- Deliver Relationships Education (Primary) and Relationships and Sex Education (Secondary).

The aims of the policy are:

- Develop skills and attributes such as Leadership, Organisation, Resilience, Initiative and Communication (LORIC)
- Promote self-esteem, risk management and critical thinking
- To establish good working relationships and encourage mutual respect amongst all members of the school;

As a learning community our objectives are to (*as per the Behaviour for Learning Policy*):

- Ensure the health and safety of all students and staff;
- Create a happy and purposeful atmosphere;
- Ensure that each student is able to access, contribute to and benefit fully from all learning opportunities;
- Maximise the life chances of all our students.

### Definition of Relationships and Sex Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

## Curriculum Design

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. This approach to our curriculum is all underpinned by the Teacher Effectiveness Enhancement Programme (TEEP) and LORIC skills, which is applied across the whole school.

At KS3 & KS4 the students will be taught the PSHE & SRE program through three core themes:

- 1) Health & Wellbeing
- 2) Relationships
- 3) Living in the Wider World

Each core theme will have objectives appropriate for the year group and will provide the bases of delivery and assessment. Below is an example of the curriculum overview:

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
Healthy Me	Healthy Us	Healthy World	Health & Wellbeing	Choices & Pathways
Understanding Relationships	Developing Relationships	Relationships in the Wider World	Relationships & Religion	Relationships & Religion
Introduction to the British Law	The Law – Me and My Community	How the Law Protects Us	Sexual Health	Sexual Health
Finance	Careers & Finance	Careers, Finance & Opportunities	Human Rights	Human Rights
Developing my LORIC Skills	LORIC & Opportunities	LORIC & Aspirations	Finance	
Media Safety	Media & Influences	Media & impacts	Media	

Both KS3 & 4 have one 60 minute timetabled lesson and one assembly per week. The curriculum is supported by a wider curriculum with opportunities through guest speakers, trips and drop down days and assemblies. The objective of these are to reinforce and consolidate knowledge, supporting in ensuring that objectives are met.

The PSHE & SRE will also be covered throughout the school's curriculum which will be made explicit to students so they understand the transfer of knowledge. Objectives that are covered in other subject areas are tracked and monitored so that it is explicit where and when objectives are being met across the school.

**A full breakdown of the curriculum plan can be found on the school's website.**

### **Assessment, Recording & Reporting**

Assessment will be based upon the clear expectations of what the children will know, understand and be able to do. Children will be encouraged to talk about and reflect on their own experiences. Teachers assessment follows the schools Assessment for Learning Policy, which is based around the TEEP underpinning element of the TEEP Learning Cycle.

Teachers will record children's progress and effort at the end of each module where they are formally assessed on their knowledge and understanding of the topic and reported to parents termly.

### **Parents' right to withdraw**

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to child at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to a retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

### **Inclusion (SEND)**

Chamberlayne College for the Arts will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. The curriculum is tailored to meet the needs of our most vulnerable ensuring that the content delivered is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### **Ethnic and Cultural Groups**

As a school we intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns as appropriate.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson finishes, or speak to a specific member of staff. If disclosures occur, the school's Child Protection policy is followed.

### **Policy Links**

PSHE and RSE is linked closely to other cross-curricular policies including:

- Behaviour for Learning
- Safeguarding & Child Protection
- Teaching & Learning
- SEND