



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

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Other Staff Contribution:

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Relationships and Sex Education Policy

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. “At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.” (Relationships and Sex Education and Health Education (RSE) DfE 2019)

The Relationships and Sex Education Policy has been developed in accordance with the current requirements of the law, taking into account the Children’s Act 2004, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all school. It sets out the legal powers and duties of school governors and staff with regard to the content and methodology of Sex & Relationship Education in schools. In 2019 the Department of Education Guidance has been updated to introduce the new subject of ‘Relationships and Sex Education’ and renaming the secondary school subject ‘Relationships and Sex Education’, to emphasise the central importance of healthy relationships.

Our RSE policy emphasises building a preventative culture through the curriculum regarding relationships and sex and to develop students understanding of what makes relationships safe and healthy. “Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” (Relationships and Sex Education and Health Education (RSE) DfE 2019). The School works collaboratively with external organisations to challenge, sanction and report behaviours that are exploitative and unsafe in line with the DfE Keeping Children Safe in Education 2018 guidelines. “Schools and colleges should be made aware of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up... This is why a whole school/college approach (especially preventative education) is important.” (Sexual Violence and Harassment in Schools and Colleges. DfE 2018).

Aims of Relationships and Sex Education at Chislehurst School for Girls:

1 To support the personal and social development of all students, ensuring that they have the ability to accept their own and others sexuality, to express their sexuality in positive and appropriate ways, and to enjoy relationships based on mutual respect and responsibility.

2 To provide information and opportunities for discussion in order to empower young people to be able to explore their own feelings and to make informed choices, encouraging them to make safe and healthy decisions.

3 To help and support young people through their physical, emotional and moral development, helping young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

4 To emphasise the role and importance that healthy relationships play as part of a young person's sexuality and sexual relationships.

5.) To support young people to make safer and better prepared for the complex world in which they live including a deep understanding of the role that technology plays in contemporary relationships.

SEXUAL VIOLENCE AND SEXUAL HARRASSMENT :

Sexual harassment and sexual violence can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. This is why as part of our whole school Relationship and Sex Education policy, we emphasise building a preventative culture through the curriculum. It is important that students develop a good understanding of what makes relationships safe and healthy. "Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety." (Relationships and Sex Education and Health Education (RSE) DfE 2019). For further information on Sexual Violence and Sexual Harassment please see the Child Protection and Safeguarding policy 2020

PEER ON PEER SEXUAL VIOLENCE, SEXUAL HARRASSMENT:

Peer on peer sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We place emphasis on the importance of making all stakeholders aware that as a community we have the following expectations:

- Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- We do not tolerate or dismiss sexual violence or sexual harassment as "banter."
- We will challenge behaviour (potentially criminal in nature), that falls short of our school code of conduct.

CONSENT:

The RSE policy will develop students understanding of the legal and ethical discussions around consent. Students will also develop an understanding that under the law it is the person seeking consent who is responsible for ensuring that the legal requirement has been met. Student wellbeing is paramount and our policy and procedure ensures that pupils understand that sexual health services offer confidential advice and support to people who have not yet reached the age of consent. Recognising that some young people will be sexually active before the age of 16 does not equate to encouraging underage sexual activity.

Content:

The most effective RSE programme is established through a whole school approach that prepares pupils for life in modern Britain. Our RSE policy incorporates our core school values of Respect, Restoration, Resilience and Responsibility and is embedded via our code of conduct demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and our Guidance structure. We have a planned programme of evidence-based content delivered through the whole curriculum in line with D of E Guidance on Relationships and Sex Education. "Such a programme should be developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as: healthy and respectful relationships; what respectful behaviour looks like." (Sexual violence and Sexual Relationships between students in school DfE 2018).

Our Relationship and Sex Education (RSE) policy focuses on physical, moral and emotional development. It is a key element of SMSC (Spiritual, Moral Social and Cultural development). It includes developing an understanding of the importance of marriage for family life, stable and loving relationships, respect, consent, love and care. It recognises a diversity of family forms in today's society. It is also about the teaching of sex, sexuality, and sexual health. It is important that sexuality is integrated in the content of RSE to promote student understanding and awareness of LGBTQ+. "The Department recommends that it is integral throughout the programmes of study. As with all RSE teaching, schools should ensure that their teaching is sensitive, age-appropriate and delivered with reference to the law. (Relationships and Sex Education and Health Education (RSE) DfE 2019).

This policy has taken account the revised National Curriculum and the need for guidance arising out of the new Personal, Social and Health Education (PSHE) framework and the Social Exclusion Unit report on teenage pregnancy that is currently under review.

It has four main elements that are underpinned by Relationships and Sex Education and Health Education (RSE) DfE 2019.

1: Attitudes and values

As well as knowledge and information students will be encouraged to consider the importance of the following:

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care as essential aspects of healthy relationships
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making.
- Taking responsibility for their actions
- Understanding and sensitivity towards the needs and views of others

2: Personal and social skills

Students will be supported to develop the following skills:

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others

- Healthy communication and the role this plays in making and sustaining healthy, positive relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict and developing assertiveness
- learning how to recognise and avoid exploitation and abuse
- Recognising and using opportunities to develop a healthy lifestyle

3: Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality (including LGBTQ+), reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy
- sexually transmitted infections (STIs) and HIV/AIDS
- links between RSE with issues of peer pressure and other risk-taking behaviours such as drugs, smoking and alcohol use and the risks of sexual exploitation
- Know how the law applies to sexual relationships and sexuality

4.) Physical and Mental wellbeing

- Students to understand that developing positive mental wellbeing is a normal part of daily life, in the same way as physical health. “There is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. (Relationships and Sex Education (RSE) DfE 2019)
- and Health Education
- To be able to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- To critically assess when something they do or are involved in has a positive or negative effect on their own or others’ mental health.
- To recognise the early signs of mental wellbeing issues (e.g. anxiety and depression).
- To develop an understanding between physical activity and promotion and its connection to mental wellbeing, including as an approach to combat stress.
- To have an understanding of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- • facts about wider issues such as organ/blood donation

5.) Internet Safety

- To develop a healthy understanding of the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations of body image.

- To use the internet appropriately so they do not develop an over-reliance on online relationships (including social media). “Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults... Schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.” (Relationships and Sex Education and Health Education (RSE) DfE 2019)
- To understand how advertising and information is targeted at them and how to be a discerning consumer of information online.
- To identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours

6.) Drugs and Alcohol abuse

- To understand the facts about legal substances and illegal substances, including alcohol consumption, drug-taking, and the associated risks.
- The physical, psychological and often social consequences of addiction, including alcohol dependency.
- The law relating to the supply and possession of illegal substances.
- The awareness of the dangers of drugs which are prescribed but still present serious health risks

Delivery and Organisation:

Relationships and Sex Education is jointly delivered and organised by the Assistant Headteacher - Behaviour for Learning and Guidance together with Head of Faculty in a variety of ways through:

- Curriculum subjects e.g. Physical Education, Science and Religious Studies delivered by subject teachers
- PSHE lessons delivered by Form Tutors External facilitators including peer educators. The school works closely with Bromley Health care and appropriate and experienced external agencies.

Addressing moral and ethical issues which may arise from unrelated topics in the National Curriculum subjects. Within this category as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parent right to withdrawal.

Teaching materials used should be age-appropriate and developed and delivered with sensitivity and respect for cultural diversity and inclusion, including students with SEND and LGBT students (Lesbian, Gay, Bisexual and Transgender). On completion of Secondary school students should know and understand the characteristics of positive and healthy friendships (in all contexts, including online) Students should have a sound understanding of key aspects that are central to all human relationships. “Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.” (Relationships and Sex Education (RSE) and Health Education DfE 2019)

Examples of delivery:

Year 7: As part of the Year 7 Science curriculum students are given factual information about human growth, puberty and menstruation, human reproduction systems, conception, development of the foetus, birth and parental care.

Aspects of positive self-image, moral values, relationships and family life are covered in English, Humanities and the PSD programme and reinforced in these subjects in all years.

Year 8: The Religious Studies syllabus looks at Marriage as a Rites of Passage, family relationships and gender roles.

PSHE programme deals with learning to manage emotions, conflict and relationships confidently and sensitively. "Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing. This can also influence their ability to learn." (Relationships and Sex Education DfE 2019).

Years 9, 10 & 11:

- In Science, students study reproduction, contraception and sexually transmitted diseases.
- In Sociology* students study diverse family forms including issues around gender and identity
- Religious Studies* the topic of Families and Households includes issues of adolescence and relationships within the family, gender roles, contraception and abortion and the moral issues involved.
- Child Development* all aspects of fertility, contraception, pregnancy and childcare are covered in detail.

Year 9 take part in a Health Enrichment Day, "Your Choice, Your Voice" presented by Health Advisors from Bromley Health Care. Issues such as teenage pregnancy, contraception, keeping safe online, LGBTQ+ issues and saying 'no' are delivered in a lively and informative way by external facilitators, including a peer trainer.

Innate Health Education and Resilience training (IHEART)

Year 8, 10, 12, 13 students take part in IHEART training designed to enhance the innate resilience young people have. Through a series of interactive lessons students develop an understanding of the following:

- A deeper awareness of where their feelings come from and how this can impact on their feelings, stress and moods
- How all people develop psychologically which encourages them to have increased respect for others and tolerance of diversity as a greater capacity to reduce conflict and bullying
- Gain insight into the separate realities of each person which encourages young people to welcome and accept differences
- To gain confidence to navigate daily challenges and trauma with greater ease and success

Year 12 & 13

A number of external facilitators including the School Nurse deliver a range of RSE lessons during PSHE, including contraception and positive relationships workshops. Students are taught a range of key issues affecting them such as staying safe online and revenge porn.

Whole School:

We have student wellbeing weeks with a focus on developing positive mental health and resilience. Students are taught in their tutor time, PSHE and assemblies how to recognise signs of mental illness such as stress and anxiety. Students are also encouraged to develop personal strategies they can use to develop positive mental wellbeing such as through meditation, breathing exercise or talking.

Sensitive topics

There are a range of sensitive topics that may arise within Relationships and sex education such as abortion, STI's, HIV and Aids.

Abortion:

Discussion around abortion will involve a range of religious faiths, as well as medical and ethical considerations. Religious convictions of students and their families will be respected. However, it is important that students gain knowledge of appropriate information (including abortion and the law) and advice on contraception and the importance delaying sexual activity to reduce the incidence of unwanted pregnancies.

HIV/AIDS/STIs:

Through discussion students will develop assertive skills for negotiating healthy, positive relationships enabling them to make informed decisions that are right for them. Students will gain knowledge on services that help, prevent/treat STIs and HIV. Discussions covering the transmission of the HIV virus and other STI's will cover sexual acts and practices, helping students to clarify and develop their knowledge and understanding about HIV/AIDS and STI's.

Teachers and health professionals will deal sensitively and objectively with information of this kind avoiding bias and prejudice.

Review:

Student Voice activities are used to evaluate provision e.g. feedback from "Your Choice, Your Voice". The Relationships and Sex policy is reviewed annually. The Headmistress, Governors and Assistant Head Teacher Behaviour for Learning and Guidance monitor the frequency of concerns in the school e.g. Child Protection referrals and pregnancies. If they are frequent, this may be an indicator that there are deficiencies in young people's awareness of, or confidence and this should be addressed in the school's RSE programme.

Confidentiality:

As a general rule a child's confidentiality is maintained by the teacher and or member of staff concerned (in line with the School's Safeguarding policy). If this is person believes that child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who may confer with the Headteacher before any decision is made. The child concerned will be informed if the confidentiality is breached and the reason why and given support throughout the process.

Additional sources of support:

- All year groups have access to the School Nurse who runs a weekly drop-in advice clinic and where needed, appointments can be made in advance through the appropriate member of the Guidance Team. The School Nurse is promoted through assemblies and via student notice boards.

- Where needed, Student Reception is able to provide emergency sanitary protection in a discrete and sensitive manner.
- Students receive information about staying safe on-line and know how to report their concerns, including to external agencies such as CEOPS (www.thinkyouknow.co.uk)
- Students can request to see one of the School's Counsellors or can be signposted to specialist services by the School's Family Liaison Officer or member of the Guidance Team. Links to specialist support services are also displayed in student reception.
- Where concerns are raised about a young person's safety and there is an indication that they may be at risk, advice can be sought from any member of the School's Guidance Team and safeguarding concerns should always be reported to the Designated Child Protection Officer*. Staff should never agree to keep information confidential and if confidentiality is to be broken, the young person should be made aware.

*For further information on all aspects of Safeguarding and Child Protection including Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE), see the School's Safeguarding Policy.

Students seeking advice:

Teachers may provide information about contraception but not personal advice to individual students less than 16 years, the legal age of consent. Teachers may, however, encourage individual students to seek professional health advice when appropriate. Effective RSE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents.

There may be cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse. In these circumstances, the School will take steps to ensure that:

- wherever possible, the young person is encouraged to talk to their parent or carer
- any child protection issues are addressed as a priority (see above)
- that the young person has been supported and informed about contraception, including information about where they can access contraception and advice services: ideally, this information would be delivered by the School Nurse or other appropriate medical professional.
- students are aware of moral, physical and legal implications.

Parental Consultation:

Parents and Carers have access to the RSE Policy via the School's website. Section 405 of the Education Act 1996 gives parents the right to withdraw their children from either part, or all, of the Relationships and Sex Education provided by the school. Parents/carers who wish to withdraw their children from all, or part, of the RSE Programme, should inform the Headteacher in writing. They are welcome to meet the appropriate member of the Guidance Team to discuss their decision and to view materials about which they may be concerned. The aim of the meeting is to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the young

person. This could include any social and emotional effects of not feeling included, as well as the possibility of the young person hearing their peers' version of what was discussed in class, rather than what was said by the teacher.

Once discussions have taken place, except in exceptional circumstances, the school will respect the parents' right to withdraw their child, up to and until three terms before the young person is 16. After that point, if the young person wishes to receive sex education, the school should make arrangements to provide the young person with sex education during one of those terms.

Students who are withdrawn from Relationship and Sex Education lessons will be provided with alternative work. The situation will be handled sensitively.

This process is the same for pupils with SEND. However, in exceptional circumstances the Headteacher may want to take the young person's SEND needs into account when making this decision.

The School works in partnership with parents so that RSE reflects their wishes and the culture of the community the School serves.

APPENDIX 1

RELATED POLICIES AND EXTERNAL GUIDELINES

- CHSFG Child Protection policy
- CHSFG Behaviour for Learning Policy
- Section 405 of the Education Act 1996
- Children's Act 2004
- www.thinkyouknow.co.uk
- Sex and Relationship Education Guidance DfE, 2000
- Relationships and Sex Education (RSE) DfE 2019
and Health Education
- Sexual violence and Sexual Relationships between students in school DfE 2018