
RELATIONSHIPS AND SEX EDUCATION

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

CHILTERN HILLS ACADEMY ETHOS / VALUES STATEMENT

At Chiltern Hills Academy we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our students. Since September 2020 statutory Relationships and Sex Education (RSE) and Health Education has been part of the taught curriculum within the life skills programme. This is an essential part of a student's education and contributes to their personal development.

RSE provision has been designed to be age appropriate, inclusive and sensitive to the needs of the community.

We consult with students to help shape RSE provision, supporting us to provide a real and relevant curriculum that enables students to understand and manage their lives both now and in the future.

AIMS OF RSE POLICY

All state funded secondary schools are required to teach Relationships and Sex Education from September 2020 and are mandated to have a Relationships and Sex Education Policy. It is the statutory responsibility of the governing body to ensure the Chiltern Hills Academy's RSE policy is compliant and up-to-date.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, students and other agencies regarding the organisation, content and approach to teaching RSE.
- Help parents and carers to understand the RSE curriculum and support them to work with their child to secure the very best outcomes for our young people.
- Demonstrate how Chiltern Hills Academy meets statutory requirements with regards to RSE provision.

STATUTORY REQUIREMENTS

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

DEVELOPMENT OF THIS POLICY

This policy was developed by the Life Skills lead in consultation with Chiltern Hills Academy governors, parents and students. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and RSE provision in Chiltern Hills Academy.

This policy links to the Child Protection Policy, Anti-Bullying Policy, British Values Policy, Careers Education Information Advice Guidance Policy, Citizenship Policy, Drugs Education Policy, Equality, Diversity Policy and Spiritual Moral Social Cultural Development Policy.

DEFINITION OF RSE

Statutory Relationships and Sex Education (RSE) is taught through the Life Skills curriculum (and science/PRE) and provides students with age and context appropriate lessons across KS3 & KS4, to support students to achieve the RSE outcomes defined by the DfE by the end of Year 11 (see Appendix 1). RSE gives students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaches students how to keep safe and recognise and manage potential dangers in their on and off line lives, to avoid all forms of abusive relationships and how to report any concerns or abuse and where to access help when needed.

RSE is about the emotional and social development of relationships and is not about the promotion of sexual activity. It should cover contraception, sexual health, the difference between intimate relationships and non-intimate relationships and promote delaying sexual activity within the context of the law.

RSE is not about the promotion of sexual activity.

THE CURRICULUM

INTENT

Relationships Education has become statutory since September 2020. High quality Relationships Education will support students to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Provide strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating others with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self-respect, kindness, honesty,

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integrity and resilience

- Understand the principles of positive relationships also applying online, how to keep safe and how to report concerns
- Recognise the value of family life, marriage and stable loving relationships
- Receive factual knowledge about intimate and sexual relationships, sexual health and consent complimenting the science curriculum
- Recognise the characteristics of abusive relationships and support students to make choices that protect them from engaging in harmful relationships, including violence and sexual exploitation
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and have the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline and Kooth)
- Ask a trusted adult regarding any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm.

IMPLEMENTATION

Statutory Relationships and Sex Education is delivered through the Life Skills curriculum and is taught at an age appropriate level from Year 7 to Year 11.

Outcomes for Relationships and Sex Education for the end of our students' time at Chiltern Hills Academy are defined by the DfE and shape what will be taught:

- Respectful relationships, including friendships
- Families
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law relating to all of the above.

Further details of what we must cover can be found in Appendix 1

We use simple baselines to ascertain what students already know, and find out what they would like to learn to ensure the content and delivery of RSE is appropriate and relevant. Distancing techniques are used to teach RSE, which provides depersonalised examples which support students to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no student feels excluded and we teach students to respect difference, promote equality and challenge stigma.

What we use – PSHE Association programme of study for the planning and delivery of Relationships and Sex Education, Life Skills lead planned lessons.

Who teaches this? Delivered by form tutors.

When - This is delivered within the timetabled curriculum once a week (one hour lessons in Year 7 – Year 13). Delivery of content is also within enrichment time/TFCHA/Opportunity days/Science/PRE where

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applicable. These are taught in mixed gender form groups where appropriate.

Additional information - Sex Education

Definition: Sex education is part of statutory RSE and covers intimate relationships and sexual health as identified in the statutory guidance and anything that is in addition to what is covered in the science curriculum. This is the only aspect of RSE that parents/carers can exercise their right to withdraw their child.

How delivery and content of RSE will be made accessible to all pupils including SEND

Life Skills lessons are differentiated and personalised to ensure accessibility for all students. Chiltern Hills Academy is mindful that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when designing and teaching these subjects.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed

CURRICULUM DETAILS YEAR 7 - 11

| Year Group | Autumn Term | Spring Term | Summer Term |
|-------------------|--|---|--|
| 7 | <ul style="list-style-type: none">• Safe and Positive Relationships• Bullying• Family Life• Managing online and offline relationships | <ul style="list-style-type: none">• FGM | <ul style="list-style-type: none">• Diversity of the UK & Prejudice• Prejudice, Discrimination: Racism, Ableism |

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| | | | |
|----|--|---|--|
| 8 | <ul style="list-style-type: none"> • Healthy Relationships • Consent • Sexting, online safety and digital literacy • Managing conflict at home | | <ul style="list-style-type: none"> • Gender & Sexuality • Gender stereotypes • Prejudice, Discrimination: Gender and sexuality discrimination |
| 9 | | <ul style="list-style-type: none"> • Pornography • STIs • Contraception • Consent • Controlling relationships • Managing Break Ups • Forced Marriage/Honour Based Violence | |
| 10 | <ul style="list-style-type: none"> • Fertility and reproductive Health • Pregnancy & Options • Parenting • Managing grief and bereavement | | <ul style="list-style-type: none"> • Gangs and Knife Crime • Drugs Impacts & Peer pressure |
| 11 | <ul style="list-style-type: none"> • Consent, Rape and Sexual Abuse • Bullying & Body Shaming • Safe Sex • Intimate Relationships | <ul style="list-style-type: none"> • Three Girls Screening (Grooming, sexual abuse, trafficking) | |

MANAGING DIFFICULT QUESTIONS AND SENSITIVE ISSUES

All aspects of PSHE, including RSE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment.

Students are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for students who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. We also respect that some questions are better addressed at home with parents/ carers and Chiltern Hills Academy will share information with parents/carers on an individual basis should the need arise. If students' questions go unanswered they may turn to inappropriate sources of information including the internet. As

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part of RSE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to students. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

IMPACT

High quality Relationships Education will enable our students to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa-versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, Chiltern Hills Academy and the communities to which they belong
- Recognise the value of committed relationships and marriage
- Recognise unhealthy and abusive relationships and have strategies to challenge negative behaviours and know when and where to seek help if there are concerns
- Know what to do if there are problems within relationships both on and off line, how to keep safe and know when and where to go to seek help
- Have factual knowledge about intimate and sexual relationships and sexual health. Students know the law and importance of delaying sexual activity
- Understand that intimate and sexual behaviour should never be entered into as a result of coercion and peer pressure and how to report concerns.

CONFIDENTIALITY AND SAFEGUARDING

Any personal disclosures made by students or concerns raised by staff will be followed up in accordance with Chiltern Hills Academy's safeguarding procedures. Please see the Child Protection policy for further details.

ROLES AND RESPONSIBILITIES

It is the statutory responsibility of the governing body to ensure Chiltern Hills Academy has a compliant and up-to-date RSE policy. The Governing Body are required to approve the policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring RSE is taught consistently across Chiltern Hills Academy and for managing requests with regards to the parental right to withdraw from some or all of the Sex Education curriculum.

The Life Skills lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for the delivery of RSE.

Students are expected to fully engage with RSE and treat others with respect.

WORKING WITH OUTSIDE AGENCIES AND VISITING SPEAKERS

Vetting and sharing Chiltern Hills Academy protocols. Speakers should be fully aware of the Academy approach and sex and relationship education policy.

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WORKING WITH PARENTS AND CARERS

Parents/carers are consulted on the Life Skills curriculum including any DfE directives through consultation opportunities such as questionnaires, PTA liaison and parent information evenings.

The Academy informs and supports parents/carers through the Academy website, newsletter and evening information events.

DfE RSE and Health Education a guide for parents (see Appendix 2)

RIGHT TO WITHDRAW AND PROTOCOLS

As previously stated, parents/carers can request their child is withdrawn from sex education and Chiltern Hills Academy will respect the parents' request, except in exceptional circumstances. This request must be made in writing and will then be discussed with the life skills lead and the Principal.

Parents and carers do not have the right to withdraw their child from any other aspect of Relationships Education, Health Education (including the changing adolescent body/puberty) or any other aspect of PSHE. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full RSE curriculum.

Parents/carers should contact the Principal with the request to withdraw and arrange a face-to-face meeting to discuss the decision. If a request is made to withdraw a student from lessons, it is the responsibility of the Principal to inform the Life Skills Co-ordinators who can then make the necessary arrangements.

This applies to students up until three terms before their 16th birthday, after that point if the child wishes to receive sex education rather than be withdrawn, Chiltern Hills Academy will make arrangements to provide the child with sex education during one of those terms.

MONITORING, EVALUATION AND TRAINING

RSE provision will be monitored and evaluated by the Life Skills lead, SLT and Governors in line with the monitoring cycle agreed by the Chiltern Hills Academy. The RSE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the RSE curriculum access to online in Chiltern Hills Academy, local and national training will be made available and in accordance with the Chiltern Hills Academy's CPD programme for staff development.

This policy will be reviewed when there are changes in the law or annually. This policy will be promoted and implemented throughout the Academy.

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APPENDIX 1 - RSE DFE DESCRIPTORS

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Full statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

APPENDIX 2 - DFE GUIDE FOR PARENTS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_school_guide_for_parents.pdf

Please note these are available in Arabic, Urdu and Somali

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APPENDIX 3

SEX EDUCATION WITHIN THE SCIENCE NATIONAL CURRICULUM

| Year Group | Autumn term | Spring term | Summer term |
|------------|--|--|--|
| 7 | | Cells - male reproductive system, female reproductive system, fertilisation, development of an embryo, puberty | |
| 8 | | Variation for survival - Inheritance of characteristics, offspring showing variation, selective breeding, human chromosomes, cloning | |
| 9 | Specialised cells (sperm and egg) Cell division (mitosis and meiosis) Stem cells (adult and embryonic) | | |
| 10 | Bacterial disease (gonorrhoea – STD) | Hormones and the menstrual cycle Artificial control of the menstrual cycle (and contraception) | Types of reproduction (asexual and sexual) Inheritance and genetics |
| 11 | | Revision of topics covered in year 9 and 10 | Revision of topics covered in year 9 and 10 |