



Relationships and Sex Education

Policy Reference	
Committee	C&S
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Policy Owner	VP/Life Skills Lead
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MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness in line with DfE guidance September 2022.

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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.

1. Aims

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 legal requirements with regards to RSE provision.
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Legal requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools. As a maintained secondary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to

- Comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).
- Comply with the requirements to have an up-to-date RSE policy developed in consultation with students, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019)
- Have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to Chiltern Hills Academy aged children are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Fulfill statutory safeguarding duties and ensure any safeguarding issues arising from RSE teaching are identified and followed up in accordance with the Chiltern Hills Academy's Safeguarding policy.

3. 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.

4. The curriculum

4.1 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, 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 complementing 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 could cause them harm.

4.2 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.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Further details of what we must cover can be found in the curriculum plan which is available to all staff

5. 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

6. Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and Responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

The governing board has delegated the approval of this policy to the Curriculum and Standards Committee.

8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non – statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal

Life Skills Is delivered by all Form tutors in conjunction with the Key stage 3 and Key Stage 4/5 Lead

Key Stage 3 Lead is responsible for planning and delivering all resources for those lessons

Key Stage 4/5 Lead is responsible for planning and delivering all resources for those lessons and in addition for monitoring standards of teaching and learning in conjunction with Year Leaders and Assistant Principal for Teaching and Learning. KS4/5/ Lead is also responsible for ensuring legal compliance through this policy and Equalities and Diversity policies.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Academic Year Leader of Life Skills lead to be considered and discussed by the Life Skills Lead and Principal.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record. The Life Skills Lead/Academic Year Leader/Principal will discuss the request with parents/carers and take appropriate action.

10. 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.

All Appendices and curriculum can be found in staff shared resources area.