



# Relationships and Sex Education Policy

Adopted: January 2012  
Reviewed: September 2013  
May 2017

Signed: .....

To be reviewed: September 2020

## **Mission Statement**

Chatsworth High School & Community College is a caring, happy and progressive learning community in which each person is valued equally and respected unconditionally. Our school community promotes high expectations for each person and supports every member of our school community in achieving their potential as life-long learners. At Chatsworth High School every person matters.

## **Ten Core Beliefs**

1. We believe the health and safety of our students is paramount
2. We believe in the right of all people to be emotionally healthy, financially secure and learning fulfilled
3. We believe we should all belong and feel we all belong
4. We believe in continuously improving our school through honest, collaborative teamwork
5. We believe our curriculum should be relevant, purposeful, accessible and constantly evolving
6. We believe teaching and learning should be enjoyable, exciting and consistently inclusive
7. We believe teaching and learning should be founded on established best practice and an openness to innovative approaches
8. We believe in working hard and doing our best
9. We believe we should help one another in our learning and support one another in our lives
10. We believe we are providing a foundation for our students' adult lives

## **Introduction**

The Governors believe that the students' ability to lead their lives competently and with fulfilment is enhanced greatly by learning about their own sexual development together with an awareness of their relationships with others. We also expect other learning outcomes to be enhanced by resultant increases in self-esteem. Our young people need reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

Our aim is to give our students the skills to conduct relationships with dignity and assertiveness and to avoid being exploited.

## **Objectives for RSE**

- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- To enable pupils to develop the ability to form positive, non-exploitative relationships.
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- To enable pupils to understand the process of human reproduction.
- To emphasise the role and the value of family life.
- To inform pupils where they can go for further information and advice.

RSE is taught with due regard to ethical and legal considerations and with the explicit values of family life and supportive relationships. Among the values promoted are:

- Respect for oneself and other people.
- Taking responsibility for one's actions in all situations.
- Honesty and loyalty in relationships.
- The importance and responsibilities of the family unit for all members.
- Sensitivity towards the needs and views of others.
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour.
- To recognise and accept the differences of others.

### **The Relationship and Sex Education (RSE) Programme**

Relationship and Sex (RSE) Education should be firmly rooted in the framework for PSEWB. We intend that all students experience a programme of RSE and Personal Social Economic Well Being at a level that is commensurate with their age and physical development and compatible with their cognitive development.

We feel that such a programme can successfully follow the outline given below for almost all students working at levels P1-P7.

#### **Who am I?**

What do I look like?

Gender

Other characteristics (size, colouring, age)

## **Relationships**

Relationships

Trust

Friends

## **Body parts**

Privacy

Private body parts

## **Body changes at puberty**

Who do I know?

How do I behave with them?

Staff will judge when older and/or more able students are ready to move onto more specific work on sexuality and sexual relationships, including:

- Menstruation; \*
- Masturbation and the related feelings;
- Sexual intimacy and relationships;
- Safer sex;
- Pregnancy and birth; \*
- Contraception. \*

*\* = Biological elements of Relationship and Sex Education, including naming body parts, puberty and human development are part of the National Curriculum Science Programme and are compulsory.*

In addition to the content described above, more able students operating at levels P8 to N.C. Level 2 may learn about the issues described below if this is deemed appropriate:

Identify features of friendship

Explore friendship issues

Names for parts of body

Physical changes at puberty

Feelings accompanying puberty

Management of feelings

Discussion of any personal problems

Reproduction

Maintaining friendships and negotiating behaviour

Explore variety of relationships

Attitudes and values in boy-girl relationships

Stereotyping

Negotiation and assertiveness related to pressures

Taking responsibility for keeping self and others safe

Importance of being able to say NO

Barrier methods of contraception including how to use a condom

Range of contraceptive methods

Myths and misinformation

Values and assertiveness

Media influences

The Law

Sexual identity

Negotiation and assertiveness related to pressures

Gender and sexual stereotyping

Sexual attitudes and behaviour among young people

Respecting views of others

Awareness of attitudes in society to homosexuality

Getting married

Qualities of families and relationships

Sexually Transmitted Infections (STI's) – including:

- Symptoms and treatment
- Transmission
- Help and support
- HIV and AIDS

Attitudes and behaviours which effect relationships

Needs of children and young people

Good parenting and dilemmas

Skills to being an effective parent

Empathy and negotiation

## **Practice**

### *Methods for Teaching Relationship and Sex Education*

Staff will decide the most effective methods to use in the classroom. We understand the need for constant repetition and reinforcement. We support the use of correct words for body parts and functions; of visual materials which are clear and unmistakable; and of anatomically correct three dimensional models. For different pupils, dependent upon their growing awareness, needs and cognitive levels, a combination of proactive and reactive approaches may need to be adopted:

Proactive approaches are characterised by being

- Meaningful
- Planned; regular
- Group or individualised sessions
- Supported by RSE scheme of learning (SoL)
- Planned ahead as a standard element of the RSE curriculum
- Largely age appropriate in line with expected or 'normal' development

Reactive approaches are characterised by being

- Meaningful
- Responsive
- Highly individualised; bespoke
- Supported by RSE scheme of learning (SoL) and/or individualised approaches
- Supported by theory and policy in behaviour, using BSPs where appropriate\*
- Multi-agency/family-centred approach

and can **occur at any point** in the student's school career

### *Organisation of Relationship and Sex Education*

The Governors expect a basic programme of Relationships and Sex Education and Personal Development to be part of every student's entitlement, planned according to individual group needs and developmental profile. The programme will be drawn up by the Teacher(s) designated as PSEWB and RSE Co-ordinator(s), within the broad outline described above.



RSE is delivered through the PSEWB Framework on an annual basis and in tutor-group based sessions on a weekly basis. It is taught in the first instance by the PWB teacher or, where classes are in discreet provision, by class teachers; it is taught in the second instance by tutors.

There will be times when gender groups may need to work alone and other times when students will be grouped according to their development and maturity. No Teacher will be expected to undertake specific RSE without the support of colleagues in the school.

We expect non-teaching staff, who have much experience of the students, to take part in the lessons and evaluation of classroom work, although overall responsibility rests with the teaching staff.

At Chatsworth High School & Community College, a specific minimum time of one session per week will be dedicated to RSE in all tutor groups. Continuity and a common approach throughout the school will be essential.

#### *Responsibilities in the teaching of RSE*

- Parents and carers are making themselves aware of the content of the RSE policy and curriculum as described in the policy.
- The Head Teacher ensures that the full RSE Curriculum is covered and identifies the most appropriate teaching staff to deliver specific elements of the programme
- Teachers are responsible for being fully engaged in the RSE Policy & Curriculum, and for ensuring that the learning needs of all students are met.
- All members of staff are responsible for noting any significant changes in student behaviours in the domain of Relationship & Sexual Development, via the school's systems for reporting incidents (Incident Books).

## *Our Policy on Specific Matters*

### *Students with PMLD*

Students with Profound and multiple Learning Difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content, self-awareness, gender awareness, body parts recognition and privacy.

### **Guidelines around consent**

At Chatsworth High School and Community College we recognise that issues around consent for young people with learning disability are extremely complex. However, we also recognise the need for clear and concise advice and guidance offered in a neutral and understandable way.

Consequently our instruction to students is that;

- no person under the age of 16 is able to give consent for any form of sexual relations or activity involving another person. Therefore no person under the age of 16 is legally permitted to engage in any form of sexual relations or activity with another person.
- similarly, the question of mental capacity must be considered for all of our students. Therefore all students over the age of 16 will be instructed to seek the advice and guidance of a responsible adult before engaging in any sexual relations or activity. A responsible adult is defined as
  1. Parent or legal guardian
  2. Social Worker
  3. Legally appointed advocate

### **Contraceptive Information to Students**

Questions about contraception will be answered accurately and honestly within the pupil's ability to understand

### **Safeguarding Issues**

Should there be a disclosure or suspicion of possible abuse the school will adhere to its Safeguarding Procedures

### **Resources**

Parents & carers are invited to view the school's resources. Some explicit resources will be needed, slides and other illustrative materials, cut outs of bodies and body parts and anatomically correct models.

### **Use of Outside Visitors**

It is not anticipated that people from outside school will be involved in teaching RSE. However, it is important that all visitors including other professionals, who come into contact with the students are aware of the school's policy on language (for example using young man / woman for older students, using correct names for body parts), on increasing independence and choice and on guidelines about personal care and touch.

### **A Partnership with Parents/Carers**

We think it is important to share equal and joint responsibility with parents and carers for their child's educational on sexual matters. We will consider any religious and cultural views they may have which might affect the RSE provision that they wish to be given to their child.

We are aware that some parents and carers may be uncomfortable addressing issues related to their child's sexual development. Where appropriate school, will work closely with parents and carers to address these matters. We encourage parents and carers to discuss any matters which they are concerned about. It is important that there is no conflict of information given to students and that an honest collaboration between home and school is secured.

Where there are adverse or disproportionate reactions to the RSE curriculum from students parents/carers will be invited into school to join the RSE coordinator and a member of the SLT so that a resolution may be negotiated.

### **Parents' Rights to Withdraw their Child from Sex Education**

If a parent wishes to exercise their right to withdraw a child from Relationships and Sex Education lessons, they are responsible for notifying the school of this decision and are encouraged to discuss this decision with the Head Teacher.

### **Monitoring and Evaluation**

The RSE programme will be monitored by the PSEWB curriculum coordinator(s) and by the SLT.

The governors will monitor the policy. The full policy is available on request to parents/carers through the governing body.