

**CITY OF ROCHESTER SCHOOL
RELATIONSHIPS AND SEX EDUCATION**

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to pupils on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

Monitoring and Review:

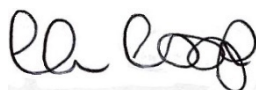
- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning, and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at City of Rochester School.
- The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: December 2020
Date of Next Review: December 2021
Version No. 1
Policy No 18:003



Alicja Emmett
Headteacher



Claire Cooper
Chair of Trustees and Safeguarding Trustee

This policy will be reviewed no later than July 2020, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

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1. Introduction:

1.1 Legislation: This policy will be compliant with the following guidance:

- DfE “sex and relationship education guidance” 2000
- DfE “science programmes of study: key stages 1 & 2” 2013
- DfE “science programmes of study: key stage 3” 2013
- DfE “science programmes of study: key stage 4” 2014

1.2 Aims and Principles: 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 well-being, 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. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

RSE is part of the personal, social and health and citizenship education (PSHE) curriculum and is taught through the Jigsaw PSHE Curriculum – Relationships Modules. While we use RSE to inform young people about sexuality and healthy relationships, we do this with regard to matters of morality and individual responsibility, and in a way that allows young people to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation. The School is well aware that the primary role in young people’s sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of young people at our School as a whole, through mutual understanding, trust and co-operation. The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships
- Develop a range of appropriate personal skills
- Prepare for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Learn the correct vocabulary to describe themselves and their bodies.

The aims will be achieved through the following objectives:

- Develop an understanding of a range of values and moral issues including the importance of family life
- Develop an understanding of the biological facts related to human growth and development, including reproduction

- Develop an understanding of the importance of healthy relationships

We teach sex and relationships education in the context of the school's aims and values framework. While sex and relationships means that we give young people information about sexual behaviour, we do this with an awareness of the moral code and values which underpins our work. In particular, we teach sex and relationships education in the belief that:

- Sex and relationship education is part of a wider social, personal, spiritual and moral education process
- Young people should be taught to have respect for their own bodies
- Young people should learn about their responsibilities to others, and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity and the law
- It is important to build positive relationships with others, involving trust and respect
- Young people need to develop personal responsibility, self-respect and appropriate decision-making skills
- This policy is consistent with all other policies adopted by City of Rochester School and is written in line with current legislation and guidance.

2. Complaints: All complaints are dealt with under the City of Rochester School Complaints Policy. Complaints should be made in writing and will follow the City of Rochester School complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

3. Organisation of the Programme: RSE is coordinated by the PSHE co-ordinator (overseen by the Headteacher), responsible for the overall planning, implementation and review of the programme. RSE will be conducted in accordance with legislation and DfE recommendations, including the new curriculum guidance issued June 2019, and will be monitored and reviewed regularly. The majority of the programme will be delivered through the PSHE and citizenship framework, with aspects taught via the science and physical education curriculum. Students will be taught in mixed ability, mixed gender and single sex groupings as required.

In the primary years Relationships education is now compulsory.

'Relationships Education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.'

In the secondary years Relationships, Sex and Health education are now compulsory. Parents can ONLY withdraw their children from Sex Education lessons (NOT Relationships), and then only until 3 terms before their 16th birthday, at which point the student can decide if they want to attend Sex Education lessons.

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception, safer sex, sexually transmitted infections and sexual health.

Relationships Education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.'

Appendix 1 sets out we meet the statutory RHSE outcomes in each age range and should be referred to which outcomes are taught and when.

4. Delivery of the programme: Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc will not be used, and resources will be selected with sensitivity given to the age, cultural background and learning levels of pupil. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy and IT Acceptable use agreement. Teachers and support workers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers and

support workers will ensure that pupil's views are listened to and will encourage them to ask questions and engage in discussion. Teachers and support workers will answer questions sensitively and honestly. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles. Teachers and support workers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. City of Rochester School understands that pupils and young people with special educational needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils. Teachers and support staff will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship educational programme, but will be expected to comply with the provisions of this policy.

5. Training of Staff: All staff members at City of Rochester School will undergo training on an annual basis to ensure they are up-to-date with the sex and relationship education programme. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as "sexting", which may need to be addressed in relation to the programme.

City of Rochester School will ensure that teachers receive training on the social exclusion report on teenage pregnancy, and the role of an effective sex and relationship programme in reducing the number of teenage conceptions. Trained staff will be able to give pupils advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness.

6. Confidentiality: Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. Confidentiality within the classroom is an important component of RSE and teachers will be expected to respect the confidentiality of their pupils as far as is possible. Students should also respect the content and discussions brought about in RSE and should treat these with confidentiality. If a pupil makes a reference to being involved, or likely to be involved in unlawful sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with City of Rochester School's child protection and safeguarding policy. Teachers and support staff will not advise pupils on personal matters but will refer the pupil to the teachers in charge who may be able to refer externally. Any decision about informing parents will be made in consultation with the Head Teacher who will take advice if necessary.

7. Parental Involvement: City of Rochester School understands that the teaching of some aspects of the programme may be of concern to parents/carers. The School will ensure that no teachers or support workers express their personal views or beliefs when delivering the programme. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers. City of Rochester School respects the legal right of parents/carers to withdraw their child from all or part of the sex education programme, except for those statutory parts included in the science national curriculum. Parents will also be signposted to any relevant resources they may find useful to support their child's learning and understanding.

If a **parent wishes their child to be withdrawn from sex lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to City of Rochester School addressed to Alicja Emmett the Headteacher.** Please note that parents wish to withdraw a child from sex lessons only applies up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education that is their choice. City of Rochester School always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If a parent withdraws their child from topics that are not included in the statutory national curriculum then City of Rochester School will make alternative arrangements for the pupil. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 2 – Science national curriculum.

8. Equal Opportunities: City of Rochester School understands and abides by the equality act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have. The School is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

9. Bullying Incidents: City of Rochester School has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the process in our anti-bullying policy. The Head Teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

10. Monitoring: The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly and will inform parents of any revisions to the school policy or sex education curriculum. We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from parents
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

11. Equality Impact Assessment: This document forms part of City of Rochester School’s commitment to create a positive relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development, this document and its impact on equality has been analysed and no detriment identified.

12. Appendix 1 – RSE Curriculum

Key Stage	Pupils must be taught:
Key Stage 1	<ul style="list-style-type: none"> • Ages 3-5 Growing up: how we have changed since we were babies. • Ages 5-6 Boys’ and girls’ bodies; correct names for body parts. • Ages 6-7 Boys’ and girls’ bodies; body parts and respecting privacy (which parts of the body are private and why this is).
Key Stage 2	<ul style="list-style-type: none"> • Ages 7-8 How babies grow and how boys’ and girls’ bodies change as they grow older. Introduction to puberty and menstruation. • Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms. • Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms. • Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. <p>All lessons are taught using correct terminology, child-friendly language and diagrams.</p>
Key Stage 3 & Key Stage 4	<p>Pupils will have the opportunity to learn in RSE...</p> <ul style="list-style-type: none"> • About families, long-term relationships like marriage, parenting and their associated laws • About respectful relationships, including friendships, about trust, stereotypes, bullying, difference, illegal behaviour in relationships and where to find help • About relationships within the context of the media and online- and most crucially the laws that are there to protect them and others • About safety in relationships, including what to do if they don’t feel safe in a relationship • About intimate and sexual relationships, and their sexual health- and how the choices they make can have a long-term impact • About the protected characteristics in the Equality Act.

13. Appendix 2 – science national curriculum: In accordance with the DfE’s “sex and relationship education guidance” 2019, there are certain aspects of sex education which are compulsory for pupils to learn as they progress through the key stages.

Key Stage	Students must be taught:
Key Stage 1	<ul style="list-style-type: none"> • That animals, including humans, move, feed, grow, use their senses and reproduce • To recognise and compare the main external parts of the bodies of humans • That humans and animals can produce offspring, and they grow into adults • To recognise similarities and differences between themselves and others • To treat others with sensitivity
Key Stage 2	<ul style="list-style-type: none"> • That nutrition, growth and reproduction are common life processes for humans and other animals • About the main stages of the human life cycle
Key Stage 3	<ul style="list-style-type: none"> • That fertilisation in humans is the fusion between the egg and sperm • About the physical and emotional changes that take place during adolescence • How the foetus grows and develops • How the growth and reproduction of bacteria and viruses can affect health
Key Stage 4	<ul style="list-style-type: none"> • The way in which hormonal control occurs, including the effects of sex hormones • The medical uses of some hormones, including the control of fertility • The defence mechanisms of the body • How sex is determined in humans

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information Departmental advice for independent schools, academies and free schools, Department for Education, Nov 2014 http://c4m.org.uk/downloads/DfE_EducationRegulations_IndependentSchoolsGuidance_HIGHLIGHTED.pdf.

The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education, Equality and Human Rights Commission, 2014: https://www.equalityhumanrights.com/sites/default/files/gd.13.103-4_schools_24-03-14.pdf.

Sex and Relationship Education Guidance, DfEE, Jul 2000:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationships_education_guidance.pdf

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, Department for Education, May 2014:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf