



Clovelly House School  
Stay safe, respect, achieve

# Relationships and Sex Policy

**January 2022**



# Clovelly House School Policy

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## **Relationships and Sex Education, (RSE), Policy, (Healthy Relationships in Education)**

### **1. Introduction**

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding Relationships and Sex Education and make it available to parents on request, free of charge. This policy complies with DfE Guidance on Sex and Relationships (0116/2000) and the supplementary guidance SRE for the 21st Century 2014 2.

Clovelly House School follows the National Curriculum where possible. Under section 3.6 of the National Curriculum, RSE is compulsory from year 7 onwards. The school has regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **2. Aims**

Relationships and Sex Education aims to help students to develop knowledge, skills and understanding about the value of loving, diverse and stable relationships along with developing an understanding of their own sexuality and sexual health. The aim is to help young people lead confident, healthy lives to enable them to be active citizens with due regard to the value of family life in all its forms.

The aim of this Relationship and Sex education, (RSE), policy is to:

- Prepare students to progress from adolescence to adulthood with an awareness of the rights of others and develop the capacity to make choices in a caring and sensitive manner,
- \* Enable students to conduct personal relationships with a full understanding of the meaning of responsibility,
- \* Enable students to conduct their lives with confidence knowing their own legal rights,
- \* 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.

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- \* Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance,
- \* Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- \* Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- \* Pupil consultation – we investigated what exactly pupils want from their RSE
- \* Ratification – once amendments were made, the policy was shared with governors and ratified.

### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.



## 5. Roles & Responsibilities

### 5.1 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### 5.2 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 wish them to be withdrawn from the non-statutory/non-science 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 Headteacher.

### 5.3 Pupils

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

## 6. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

Sex and Relationships Education is part of a planned, cohesive and coherent Health Education Programme, delivered in all years from Year 7 to Year 13. Students will receive SRE through their PSHE sessions and will have one term a year learning about SRE. Some aspects are also addressed in Science, (KS3 and KS4), and in other curricular areas such as religious education, (RE), and in school meetings where appropriate.

All students within the school have equal access to sex and relationships education. Topics are revisited in order to allow provision for previous absence and different levels of understanding and maturity. The programme allows teachers to adapt materials and approaches to suit students of different learning abilities.

Teachers and all those contributing to sex and relationships education will work within an agreed values framework as set out in this policy and where appropriate receive training.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions

- Recognising and assessing potential risks

- Assertiveness

- Seeking help and support when required

- Informed decision-making

- Self-respect and empathy for others



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Recognising and maximising a healthy lifestyle

Managing conflict

Discussion and group work

These skills are taught within the context of family life.

Specifically, the Sex and Relationships Education Programme seeks to:

- Provide knowledge about loving relationships, including LGBT+ relationships, the nature of sexuality and the processes of human reproduction.
- Lead to the acquisition of understanding and attitudes in order to enable students to view their relationships in a responsible and healthy manner.
- Provide a programme, which is tailored not only to the age but also the understanding of students.
- Present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behaviour.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Allow students to examine the physical and emotional implications of sexual behaviour and to appreciate the need for all genders to behave responsibly in sexual matters.
- Develop awareness of their gender and sexual identity, and to challenge sexism, homophobia, biphobia, transphobia and prejudice in society.
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Make students aware of the unrealistic nature of pornography both physically and emotionally.

Within the framework of objectives and with due regard for the values of family life, the course will deal with the following aspects of sexuality and reproduction.

- The preparation of students for puberty.
- The preparation of girls for menstruation before their periods start.
- Precise information about access to confidential contraceptive information, advice and services.
- Sexual Orientation and different forms of identity within relationships.

Teachers will deal openly and honestly with questions relating to sexual orientation and gender identity.

- Precise information regarding sexual reproduction regarding physical and social aspects.
- The moral and personal dilemmas involved in abortion and knowledge to access a relevant agency if necessary.
- The impact of pornography.
- Awareness of the risks of STIs including HIV and information about prevention, diagnosis and treatment.
- Knowledge about what safe sex is, why it is important and how to negotiate with a partner.

### **7. Sensitive or controversial topics**

During sex and relationships education lessons, (and at other times), controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

Teachers should establish a set of ground rules so that young people are aware of parameters. For example:

- If a question is too personal, remind the young person about the ground rules
- If the young person needs further support, follow the guidelines below under "Advice"
- If a question is felt to be too explicit, acknowledge it and deal with it outside the whole class setting;

Any concern about sexual abuse must be followed up under the Child Protection procedures.

Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.

HIV/AIDs - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include mention of sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, at the same time trying to avoid the development of bias and prejudice. Staff should



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also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

### 8. Inclusion

The education service promotes tolerance, equality and respect for others. In particular:

*Ethnic and Cultural Groups* -We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

*Students with Special Needs* - We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

*Sexual Identity and Sexual Orientation* - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### 9. Working with Parents

Parents are the key people in teaching their children about sex, relationships and growing up. Many parents find it difficult to talk to their children about these matters. The school is committed to supporting parents in this area of bringing up their children. The school believes that the sex and relationships education programme is of the utmost importance for all students.

Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. (This does not include aspects of Sex Education covered by the Science National Curriculum.)

The detailed content of the sex and relationships curriculum will be made available to parents on request and from time to time the school will offer parents the opportunity to view the materials used to support the programme.

Parents/guardians are very welcome to meet members of staff to discuss any concerns they may have and to view the teaching materials. Parents wanting to exercise the right of withdrawal are invited to write to the Head teacher in the first instance.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

### 10. Confidentiality

Effective sex and relationships education should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but 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. In order to be able to take responsibility for their actions young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

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

- Wherever possible the young person is persuaded to talk to their parent or carer,
- Any child protection issues are addressed,



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- That the child has been adequately counselled and informed about contraception, including precise information about where they can access contraception and advice.

When the teacher who receives the information believes that there is a child protection issue to be addressed, they should refer the case to the designated child protection officer. They should also ensure that the pupil understands that if confidentiality has to be broken, they will be informed first.

It is only in the most exceptional cases that the school should be in the position of having to handle such information without parental knowledge and where younger pupils were involved this would be grounds for serious concern.

All reports and documentation containing personal information about any young person will be kept strictly according to protocols and procedures as laid out in the school and organisational 'Confidentiality' policies.

### **11. The Role of Health Professionals in the Delivery of Sex and Relationships Education**

The school will work closely with health professionals, including doctors, nurses, youth and social workers in the development and implementation of the schools Sex and Relationships programme. Any visitors used to help in the delivery of the Sex and Relationships Education programme will be clear about the boundaries of their input and will be aware of the Sex and Relationships Education curriculum, relevant school policies and their work will be planned and agreed.

### **12. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **13. Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Principal and Senior Leadership Team annually, after consultation with a sample group of parents/carers annually. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

NOTE: Child Protection - Disclosures on matters relating to child sexual abuse are dealt with in the School Child Protection Policy.

**See also:** Clovelly House School Safeguarding Policies and Procedures  
Clovelly House School Curriculum Policy  
Clovelly House School PHSE Policy  
Clovelly House School Science Policy  
Clovelly House School Wellbeing Policy