



Chapel-en-le-Frith
High School

Relationships and sex education policy (from 2020)

Approved by Full Governors: September 2022 Minute (i)

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1. Vision

In our school relationships and sex education is taught as part of the learning for life curriculum.

Our learning for life curriculum has been designed to reflect the wider needs of the students in our school. It encompasses personal, social and health education and promotes students' spiritual, moral, social, cultural, mental and physical development, and thus enriches the wellbeing of both the individual and ultimately the wider community.

Learning for life teaches children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.

In undertaking learning for life activities, students learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions that affect their lives, as well as their rights and duties as individuals and members of society and learn that mutual respect, tolerance and understanding is fundamental to their capacity to participate and contribute to our society.

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- 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, positive values and a moral framework that encourages confidence and empathy.
- Create a positive culture around issues of sexuality and relationships, providing students with the information and skills necessary to develop healthy and fulfilling relationships in a range of contexts.
- Understand the positive impact a healthy relationship can have on our physical and emotional health.
- Help students identify unhealthy and dangerous (including criminal) behavior within different relationships such as coercive control and understand the consequences of these behaviors.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Understand the arguments for delaying sexual activity.
- Understand how to behave appropriately online and how to stay safe, including where to report online issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Be aware of the full range of contraception choices and understand the facts around maintaining good sexual health.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Understand the facts and choices in relation to reproductive health and pregnancy.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Know how the law applies to sexual relationships.
- Equip students to make decisions for themselves whilst respecting the rights of other to make theirs.

3. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must be cognisant of [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Chapel-en-le Frith High School we teach RSE as set out in this policy.

4. Policy development

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance.
2. Pupil consultation – we investigated what exactly pupils want from their RSE (see appendix)
3. Parent/stakeholder consultation –parent governors examined the policy and were invited to make recommendations.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

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

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

RSE **is not** about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per appendix 1 but we may need to adapt it as and when necessary. This may include a response to current issues both in the wider world and within our school community.

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

7. Delivery of RSE

RSE is taught within learning for life curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in a wide range of other subjects such as religious education (RE), history and English. A full subject audit was carried out to identify where topics are addressed across the wider school curriculum.

Students in years 7-9 have discrete timetabled lessons (known as learning for life) which rotate with food for life lessons which encourage a healthy, balanced lifestyle. These lessons are planned by the learning for life coordinators.

The learning for life curriculum is also delivered through a programme of "drop down" days and additional curriculum time where the normal timetable is suspended in order to devote quality time to these sometimes challenging topics. Guest speakers and organisations are invited in as part of these days and for standalone sessions where appropriate. The timetable for a typical drop down day can be seen in appendix 2.

We also have a varied and comprehensive thought for the week (TFTW) tutorial programme, the themes of which are reflected in house assemblies. We frequently include topics relating to current issues. We also deliver cultural capital assemblies. These assemblies focus on literature, art, music and heritage and aim to engage students in widening their general knowledge and experience. We encourage all staff within school to contribute to these assemblies. We strongly believe adults modelling a passion for subjects beyond an academic curriculum is the best way to show students their life can be enriched in the future.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families

- Respectful relationships, including friendships

- Online and media

- Being safe

- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQAI+ parents, families headed by grandparents, adoptive parents, 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).

8. Roles and responsibilities

8.1 The governing board

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

8.2 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 components of RSE.

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 wish them to be withdrawn from the non-statutory components of RSE

All staff we are responsible for delivering 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.

The staff responsible for overseeing the curriculum planning and delivery are Mrs. Wightman; learning for life coordinator (RSE), Ms. Yates; learning for life coordinator (Citizenship). Mrs. Davies is the senior leadership team link for RSE.

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 have the right to withdraw their children 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 using the form found in appendix 4 of this policy 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 (including the benefits of receiving this education) and take appropriate action. This process will be documented to ensure records are kept up to date.

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

The 'sex education' component in our school's RSE curriculum includes the topics of family planning, contraception, abortion, sexual intimacy and masturbation. This is the only curriculum content that parents can excuse their child from.

10. Training

We have full school membership to the PSHE association which provides support, training and resources on the effective delivery of RSE in secondary schools. This information and the resources are disseminated amongst the teaching teams to ensure that they are appropriately supported.

All teaching and support staff have access to the statutory DFE guidance for RSE (and health education) and where appropriate outside speakers / professionals are invited in to school to provide support and training to staff delivering RSE in schools.

11. Monitoring arrangements

The delivery of RSE is monitored by the learning for life coordinators who plan and resource all of the lessons. Quality of delivery is monitored through book scrutinises and learning walks. All staff are trained in the delivery of the content prior to the learning for life days and lessons.

Pupils' development in RSE is monitored by class teachers.

It is the responsibility of the learning for life coordinator to oversee and organise the monitoring and evaluation of the RSE policy, in the context of the overall school plans for monitoring the quality of teaching and learning.

The governors' curriculum committee is responsible for overseeing, reviewing and organising the revision of the relationship and sex education policy

12. Creating a safe and inclusive environment

Establishment of a safe learning environment is crucial when delivering RSE. To do this, ground rules are established early on and revisited frequently. We constantly remind students of the importance of keeping the conversation in the room. We find the establishment of these rules ensures a safe learning environment to deal with difficult topics and resulting questions.

12.1 Confidentiality and safeguarding

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the headteacher of any disclosure unless the headteacher has specifically requested them to do so. In line with the school's safeguarding policy, if a young person indicates they may be vulnerable / at risk then this information is passed to the school's designated safeguarding lead (Mrs. P Griffiths) in line with the safeguarding policy. An accurate record will be made (on CPOMS). The school's safeguarding policy will be followed thereafter.

12.2 Inclusion – Students with SEND

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.

12.3 Inclusion – LGBTQAI+

We aim to deal sensitively and honestly with issues of gender identity and sexual orientation. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them. Teaching of LGBTQAI+ is dynamic and fully integrated across the RSE curriculum in a timely and age appropriate manner. Aspects of LGBTQAI+ are also taught in a number of other subjects across our curriculum.

We also offer a fortnightly LGBTQAI+ club for year 7-9 and 10-11. The groups offer the opportunity to discuss relevant issues in a safe, supportive environment.

12.3 Chapel Calls it out

In response to the "everyone's invited" movement and the subsequent OFSTED report into sexual harassment in schools and colleges we launched a school wide initiative called "Chapel calls it Out." The Chapel calls it out agenda aims to raise the profile of misogyny, sexual harassment and abuse within the school setting. The initiative comprises:

- Year based workshops

- Specific lessons written into the learning for life schemes of work
- House assemblies
- Thought for the week delivered in tutor time
- A poster campaign mirrored on the nation rail campaign
- A designated email address displayed around school for students and staff to report incidents
- Whole staff training on how to deal with situations

Appendix 1: Curriculum map

Year 7		Year 8		Year 9	
1	Introduction to Learning for Life (Empathy) <i>Sur</i>	1	Introduction to Year 8 Learning for Life (Expectations)	1	Introduction to Year 9 Learning for Life (Empathy)
2	Behaviour and expectations at Chapel <i>(What is REAL)</i>	2	Introduction to mental health <i>What is Mental Health?</i>	2	Consent <i>Why is consent so important?</i>
3		3	Self-harm <i>What is self harm?</i>	3	Coercive behaviour <i>What is coercive behaviour</i> <i>What might a coercive relationship look like?</i>
4		4	Eating Disorders <i>How might these affect me?</i>	4	
5	Career progression <i>Where do I go from here?</i>	5	Smoking and vaping <i>What are the risks of Smoking and Vaping?</i>	5	Sexting <i>What is sexting? What is the law about it?</i>
6		6	Drugs <i>What are the different types of drugs? What are the risks? What does the law say?</i>	6	Pornography <i>Why is watching pornography a risk?</i>
7				7	Arranged Marriages, Honour based violence and FGM <i>Why do some cultures follow these beliefs?</i>
8	LGBTQAI+ <i>How do I develop my understanding about the LGBTQAI+ community?</i>	8	Assertiveness and resilience <i>How do I become more assertive and resilient?</i>	8	Gender and diversity <i>How do I develop my understanding of diversity?</i>
9		9	Loss <i>How can I deal with loss?</i>	9	Modern masculinity <i>Why do we have to be careful when we stereotype men and boys?</i>
10		10	Gaming <i>What are the risks of playing online?</i>	10	BLM <i>What is Black lives matter?</i> <i>Why is it so important?</i> <i>How does it affect the lives of Black people?</i>
11	Chapel Calls it out <i>What is Misogyny and How do I report things I feel unhappy about?</i>	11	Healthy relationships <i>What does a healthy and unhealthy relationship look like?</i>	11	
12	Domestic abuse <i>What is Domestic abuse?</i>	12	Peer-on-peer abuse <i>What is Peer on Peer abuse?</i>	12	Time online <i>What are the risks of sending too much time online?</i>
13	Toxic friendship <i>How do I make sure I have healthy friendships?</i>	13	Gangs <i>What are gangs and why do people join them?</i> <i>What are the risks of joining a gang?</i>	13	Healthy body, Healthy mind. <i>How do I keep both my mind and my body healthy?</i>
14	Periods <i>What is a period and how might it impact me?</i>	14		14	RSE follow up <i>Follow up lesson based on survey results</i>
15	Online Safety <i>How do I stay safe online?</i>	15	Stigmas and stereotypes <i>What are the risks when we use these?</i>		

16	Vaccinations <i>What do they do?</i>	16	Disability awareness <i>What challenges might someone with a disability face?</i>	
17	RSE follow-up <i>Follow up lesson on survey</i>	17	RSE follow up <i>Follow up lesson based on survey results</i>	

- As Learning for Life is taught on rotation with Food for Life in Years 7 and 8 and technology in year 9, the point in the year at which the students do the lessons will vary
 - Each Year group has the opportunity to complete a survey stating what they feel they would like to focus on in LFL. This will then be followed up in a later lesson
- Themes -** *Understanding myself – Health, wellbeing and safety* *Understanding relationships* *Understanding of the world*

Appendix 2: Drop Down day exemplar	
Understanding My world / Understanding Relationships: S Wightman	Outside provider
Understanding of the World: E Yates	S Dunn / C Bulger (careers)

Term 1 drop down day	7	8	9	10	11
<i>Session</i>	<i>Building Blocks</i>	<i>Looking After Me</i>	<i>Being Better</i>	<i>Facing Reality</i>	<i>The Future</i>
1	Team Building	Alcohol	Live and Learn	Cancer	The Political Spectrum
2		ASB (PCSOs)	Blood and organ donation	Abuse (Unhealthy Relationships.)	Voting
3	Coping with Change	Personal Safety	Prej. and Discrimination	Ready for sex	Conspiracy Theories
4	Road Safety	Personal Finance	Extremism	Wellbeing and suicide	Knife Crime
5	Extremism	Extremism	resilience		Extremism

Term 2 drop down day	7	8	9	10	11
<i>Session</i>	<i>British Values</i>	<i>Looking Around Me</i>	<i>Taking Control</i>	<i>Big Issues</i>	<i>Looking After Me</i>
1	Values and Identity	Media in the Modern World	First Aid	Right to be me	Arrive Alive
2	What is the UK?		Sexualisation and Media	Human Rights	Teen Parents
3	Charities	Democracy and Government	Brook – STIs, Consent	Abortion	Leaving Home
4	Immigration		Long term relationships	Euthanasia Pt 1	Online Gambling and Gaming
5	Passport	Poverty	Options		Marriage & relationships

Term 3 drop down day	7	8	9	10	11 (SDN)
<i>Session</i>	<i>All About Me</i>	<i>Exploitation</i>	<i>Personal Choices</i>	<i>The World Out There</i>	<i>Revision</i>
1	Bullying	Kayleigh	Parenting	Crime and Punishment	English
2	Body Beautiful	Chelsea's Choice (PGS)	Risky behaviour	Euthanasia Pt 2	Maths
3	Puberty	Follow up	Drugs and the Law	Extremism	Science
4	Modern Families	County Lines	Careers	Project Ask	Time management
5	Assertiveness	Futures	Body Modification	Careers (CV prep)	Mindfulness

Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	