



Chenderit School
A VISUAL ARTS COLLEGE

CHENDERIT SCHOOL Relationships and Sex Education (RSE) and Health Education Policy

REVIEWED BY GOVERNING BODY - June 2022

ADOPTED BY GOVERNING BODY – July 2022

1. INTRODUCTION

At Chenderit we believe that Relationships and Sex Education (RSE) and Health Education are an important part of students' learning and that students' emotional and physical welfare is the central focus of the work. We acknowledge that RSE in particular raises complex and emotive issues and that the students may have a variety of views and experiences in this area. To ensure that all students have the opportunity to engage in a variety of ways, Chenderit School embeds RSE and health education within the Personal Development Curriculum, that includes PSHE and tutor time activities. The specialist knowledge required for 'Intimate and Sexual Relationships, including sexual health' aspects of the RSE curriculum is taught by specialist PSHE staff. The students have the opportunity to discuss and learn about all aspects of RSE including sexual exploitation, sexual violence and/or sexual harassment and have access to a fortnightly confidential clinic within school time run by health professionals through BodyEdge.

2. LOCATION & DISSEMINATION

The policy has been reviewed as part of the Governors' on-going scrutiny of all policy documents and has been devised in consultation with parents, students, the school leadership team and the governors. The full policy will be published on the school's shared area and on the school's website. The policy will also be shared with the BodyEdge team. Elements of the policy will be in the school prospectus (including the right of withdrawal statement) and parents will be able to request a copy via the school should they require one.

3. LINKS/INFLUENCES

In writing this policy and the RSE curriculum, we have used various government documents to ensure a high quality of entitlement for all students at Chenderit:

- Relationship Education, relationships and sex education and health education DfE statutory guidance February 2019.
- PSHE Association (Sex and Relationship education for the 21st century (2019).
- Keeping Children Safe in Education (Sept 2018).
- Working together to Safeguard Children (July 2018).
- OKCCIS Sexting advise (Education for a connected world).
- Sexual violence and sexual harassment between children (May 2018).
- Child and Maternal Health Data from Public Health England (2019-2020)

In light of the latest statutory DfE statutory guidance (February 2019 – updated July 2020), Relationships Education, Relationships and Sex Education and Health Education DfE statutory guidance and subsequent DfE/Ofsted non-statutory guidance, Chenderit School's PSHE provision will:

- teach about relationships of all types, love and care and the responsibilities of parenthood as well as sex;
- focus on boys as much as girls and seek to evolve understanding of gender identity, LGBTQI+;
- build self-esteem;
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- provide young people with information about different types of contraception, safe sex and sexually transmitted infections (including HIV/AIDS) and how they can access local sources of further advice and treatment;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure (consent);
- link relationships and sex education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, sexual exploitation, sexual violence and sexual harassment;
- ensure young people understand how the law applies to sexual relationships including sexual exploitation, sexual violence and sexual harassment and female genital mutilation (FGM).

4. AIMS AND OBJECTIVES OF THE POLICY

The aim of this policy is to provide a working document that gives clear guidance to governors, staff and parents for RSE and health education

RSE aims to equip all students with accurate, balanced and unbiased knowledge about relationships and sex and give students the opportunity to acquire life skills that will help them make good use of this knowledge:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, a partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV and be aware of and implications to female genital mutilation (FGM);
- avoid being sexually exploited or sexually exploiting others, sexual violence and sexual harassment;

- avoid being pressured into unwanted or unprotected sex;
- confidently and safely use online platforms and social media for communication and leisure.

We aim to:

- teach about relationships in all forms, love and care and the responsibility of parenthood as well as sex;
- focus on boys as much as girls and evolving understanding of gender identity, LGBTQI+;
- use up to date, relevant advice and material for lessons and general RSE input;
- teach the taking on of responsibilities and the consequences of one's actions in relation to sexual activity, *consent*, health and parenthood;
- provide information about different types of contraception, safe sex and how they can access local sources or further advice and treatment;
- use visitors as a means of giving a sense of reality to what is taught, e.g. parents of young babies;
- give students a clear understanding of the argument for delaying sexual activity and resisting pressure, *understanding and recognising coercion* from peers and others;
- help students understand the nature and effects of peer pressure;
- link sex and relationships education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol;
- ensure students understand how the law applies to sexual relationships including sexual exploitation, sexual violence and sexual harassment, female genital mutilation (FGM).

5. MORAL AND VALUES FRAMEWORK

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students 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.

Our school believes that RSE should be delivered within the following moral framework. Our programme promotes:

- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation.
- Honesty.
- Accepting the responsibility for the consequences of our own actions.
- The right of people to hold their own views.
- The right not to be abused by other people or taken advantage of, including consent, sexual exploitation, coercion, sexual violence, sexual harassment and female genital

- mutilation (FGM).
- The right to accurate information about sex and relationship issues in order to make informed decisions.
- The reduction of unwanted pregnancies.

Students must be informed of the choices (moral and other) of certain actions that relate to relationships and sex. They need to be able to ask questions confidently and securely to ascertain whether it is the right choice for them at that time. They need to think about why they want to take certain steps, such as sexual intercourse in their relationship. They should be made aware of the emotional and moral consequences of these actions and the other options that are available such as abstinence.

With the issue of abortion, students will be offered the opportunity to explore the dilemmas. They will be made aware of pro-life and pro-choice options. They need to know the different arguments that support these stances as well as the different groups within society who support them. Students need to be aware of the rights of the foetus and the issues of sanctity and quality of life in order to understand the different arguments. Students will be enabled to know and understand about abortion and develop the communication skills to discuss it with parents and health professionals. As there are different religious groups represented in the school, some consideration will be given to the religious teachings from these groups.

6. EQUAL OPPORTUNITIES

Our school ensures that effective RSE is available to all students. Our RSE programme responds to the needs of individual students and takes students, cultures, faiths and family backgrounds into consideration. Students with special educational needs are given extra RSE support by SEN staff and differentiated materials are used where appropriate.

7. RIGHT OF WITHDRAWAL FROM RSE LESSONS

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. Any parent wishing to withdraw their child will be asked to discuss the matter with the Headteacher and will be made aware of the implications of removing their child and how this may affect their relationships with other young people. If a student is excused from sex education, it is the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. Students who are withdrawn from sex education will be placed in another supervised area of the school. There is no right to withdraw from Relationships Education or Health Education or from any other part of the national curriculum.

8. RELATIONSHIPS AND SEX EDUCATION PROGRAMME

Academies are not required to teach the National Curriculum. Chenderit School will, however, teach the specific aspects of sex education as outlined in the Science National Curriculum, as well as all additional aspects from the Relationships and Sex education guidance in specified PSHE lessons as outlined in this policy.

In years 7 and 8 students will be taught:

- that fertilisation in humans is the fusion of a male and female cell;
- about the physical and emotional changes that take place during adolescence;
- about the human reproductive system, including the menstrual cycle and fertilization;

- how the foetus develops in the uterus;
- how the growth and reproduction of bacteria and the replication of viruses can affect health;
- online safety, issues surrounding digital imagery and sexting;
- about issues relating to the effects of pornography, appropriate to their age.

In years 9, 10 and 11 students will be taught:

- the defence mechanisms of the body;
- that sexual reproduction is a source of genetic variation, while asexual reproduction produces clones;
- how sex is determined in humans;
- female genital mutilation (FGM);
- about issues related to pornography, appropriate to their age.

RSE is taught within PSHE, science, religious Studies, IT and PE lessons and as part of the Personal Development curriculum (including a specialised PSHE programme taught by the specialist team for one hour per fortnight in years 7 and 8 and on rotation with Religious Studies in years 9, 10 and 11). The PSHE programme follows the national guidelines of an ASK model (Attitudes, Skills & Knowledge). The programme not only aims to educate students in terms of the facts about relationships and sex education but also as an exploration of students' attitudes and values and the development of skills.

9. CURRICULUM

PSHE for students in year 7 and 8

- Puberty (physical changes).
- Guidance (**BodyEdge** – being healthy)
- Puberty (worries).
- Puberty (emotional changes).
- Healthy relationships (friends – inc 'peer on peer bullying').
- Romantic relationships (love & affection).
- Online safety (sexting, webcams, grooming and CSE).
- Online safety (imagery etc.).
- Body image (Self-esteem).
- Mental well-being.
- Living a healthy lifestyle (healthy eating, eating disorders, dental hygiene, the importance of physical activity)
- Basic First Aid (how to treat basic injuries and life-saving skills).
-

Science (Activate Scheme of Learning) for students in years 8

- Reproduction.
- Health and Lifestyle.

In summary, the science education covers:

Year 8	That fertilisation in humans is the fusion of a male and female cell; about the physical (and emotional – limited) changes that take place during adolescence; about the human reproductive system, including the menstrual cycle and fertilisation; how the foetus develops in the uterus.
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Identifying a healthy diet and the consequences of not following a healthy diet. Effects on the body of smoking, taking drugs and alcohol.

PSHE for students in years 9, 10 and 11

- Sexual Health (identifying sexually transmitted infections & their effects).
- Sexual Health (getting help and advice).
- Sexual Health (HIV/AIDS).
- Sexual Health (cancer & self-checking principles – esp; breast & testicular changes).
- Relationships (having sex/legal issues).
- Relationships (reasons to wait).
- Guidance (resisting the pressure).
- Contraception (methods/safer sex).
- Contraception (Choices and where to get advice).
- Relationships (making choices, consent and the law, sexuality and abusive/coercive relationships).
- Pregnancy (signs and testing).
- Pregnancy (reactions).
- Pregnancy (choices & decisions as a teenager & later in life – abortion, adoption, keeping a baby).
- Pregnancy (the impact of smoking, drinking alcohol, poor diet and drugs on pregnancy).
- Sexual Health (STIs, Fertility and Menopause).
- Relationships (being a parent – positive parenting).
- Online safety (grooming and online identity).
- Female genital mutilation (FGM).
- Online safety (sexual exploitation).
- Online safety (pornography).
- Health & Prevention (Cancer; particular focus on breast, cervical & testicular, bereavement & loss, blood, organ & stem cell donation and immunisation & vaccination)
- Mental well-being (emotional intelligence, signs, triggers, consequences, the impact of good sleep, FOMO and drugs on mental health).
- Drug taking ('gateway drugs/alcohol/smoking – statistics, dangers, effects; link to commonly used recreational drugs according to current & local statistics).

Science for students in years 9, 10 and 11

- Genetics: (Sexual & asexual reproduction).
- Health, Disease & the Development of Medicines: (Sexually transmitted infections)
- Animal Coordination, Control & Homeostasis: (The menstrual cycle, Hormones and the menstrual cycle, Artificial reproductive technology).

In summary the science education covers:

Year 9 Genetics; sexual & asexual reproduction; that sexual reproduction is a source of genetic variation, while asexual reproduction produces clones;

- Year 10: Health, Disease & the development of medicines; communicable & non-communicable diseases smoking; alcohol; Defence mechanisms of the body; Sexually transmitted infections e.g. chlamydia
- Year 11: Animal Coordination, Control and Homeostasis; The menstrual cycle and the hormones that control it; Assisted reproductive technology and contraception

10. RESOURCES

The main resources for the RSE programme are produced in-house using a variety of sources. The lessons include the use of videos and DVDs, up-to-date news articles, leaflets and access to the appropriate staff. Websites are used to allow students access to up to date information and research various aspects of RSE. [Principal websites are: Childline, CEOP, Barnardos, CPS, FPA, Young Minds].

11. USE OF VISITORS AND OUTSIDE AGENCIES

Visitors are used to enhance students' learning and give them the opportunity to speak to people who have experience/expertise in the field of RSE. These include the appropriate staff, midwives from the Horton Maternity Hospital and Positive Voice speaker (See appendix 2 for contact information). Virtual workshops – such as 'Smashed' (alcohol – Year 8) and 'Wasted' (Drugs – Year 9) are increasingly becoming a vital resource. All visitors are informed of the schools' non-smoking policy and the Child Protection & Safeguarding Policy.

12. BODYEDGE

Students have access to a confidential health service on Monday lunch time. BodyEdge is based on the Body Zone scheme first developed in Oxfordshire. Professionals work together to offer the students a holistic opportunity to take responsibility for their own health.

13. STAFF TRAINING

The majority of training is provided in-house with additional support from the Local Authority as and when it becomes available. The National College online training provides a wide range of PSHE courses – highlights of which are disseminated from the PSHE co-ordinator. In line with all other subject teams, members of the PSHE department are entitled to access relevant courses provided externally, e.g. through the SWAN PSHE partnership and through specific partnerships with particular schools.

14. ASSESSMENT, MONITORING, EVALUATION AND REVIEWING

The elements of RSE that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum. Students are assessed regularly for knowledge, understanding and attitudes in RSE and assessment is both formative and summative. This is done through a variety of methods including peer, self and teacher assessment. Students also complete a 'reflective' piece of work, linked to each module studied as well as showing an understanding of the key terminology of the topic. The RSE programme is monitored through whole school monitoring procedures as part of PSHE. This is through team reviews, subject reviews and year group work sampling. Students also have the

chance to review modules and suggest improvements/revisions to courses. Reviewing the content of RSE programmes also forms part of the team improvement plan annually.

15. CONFIDENTIALITY

Teachers cannot and should not promise total confidentiality. Teachers, when dealing with disclosures from students, should inform students that they may not be able to keep the information confidential and should give the student the opportunity to stop their disclosure.

If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to child protection and referral to external services.

Fuller information and guidance in this area is provided in the separate Child Protection & Safeguarding Policy.

It is the school's policy that staff do not give students individual contraceptive advice and should refer students to BodyEdge or to their own doctor for further guidance.

If the student discloses that they are sexually active or pregnant this must be referred to the Designated Safeguarding Lead through a My Concern report as this may need further action under the Child Protection & Safeguarding Policy.

16. WORKING WITH PARENTS AND CARERS

Along with all other subjects, parents are informed of the RSE content of the PSHE curriculum through a course booklet issued at the beginning of each year. Parents are encouraged to talk with students about RSE issues and parents have the opportunity to speak to the Head of PSHE at open evenings and subject evenings.

The school also provides additional workshops for year 7 parents under the 'Helping Your Child to Succeed' programme, in addition to Key Stage 4 workshops that support parents in their care for their children in the run up to examinations. This support includes advice and guidance on managing teenage anxieties and stress.

In more severe cases the school is able to refer families and parents to outside agencies who are able to provide greater expertise and support.

17. ROLE OF GOVERNORS

There is a link governor for PSHE (Julie Cross) who has an interest in this area of the curriculum. Governors continually monitor policy and practice at school. The Personal Development, PSHE and Relationship curriculum is monitored as part of this process.

18. LIAISON WITH FEEDER SCHOOLS

To ensure continuity of curriculum, copies of this policy are given to all our partner primary schools.

APPENDICES

1. Specific Areas of Interest

Puberty and Menstruation: Students in Year 7 are taught about puberty in both PSHE and Science lessons. PSHE lessons mainly focus on the effects of puberty on young people and the feelings associated with growing up.

Science lessons are based on the biological changes.

Students are made aware (through Guidance Teams) of how to request sanitary protection from the front office and that they will always be allowed to leave lessons for menstrual reasons (a common fear amongst Year 7 girls).

Contraception: Students are introduced to the meaning of contraception in Year 7 and the role of BodyEdge in giving more advice and support in this area. The main focus on contraception comes in Year 10. The appropriate staff give a presentation to students, giving information on all aspects of contraception, particularly highlighting condoms, the pill, injection and emergency contraception. Students are all given the opportunity to handle condoms and to practise putting them on the demonstrators (the opportunity is repeated in future years at the school, particularly when referring to sexually transmitted infections and HIV). Students are given information about how to get advice about contraception and how to obtain it in the local area (students at Chenderit can obtain contraceptives from BodyEdge, a drop-in centre run every two weeks at a designated lunchtime in school).

PSHE lessons encourage non-judgemental classroom discussion about consent in relationships, which reflects the law as well as basic human rights on the following key themes that are repeated throughout KS3 and 4:

- It is the person seeking consent who is responsible (ethically and legally) for ensuring that consent is given by another person, and for ensuring that that person has the freedom and capacity to give their consent.
- If consent is not clear, informed, willing and active, it must be assumed that consent has not been given. If consent is not clearly given, or is given and then subsequently retracted, this decision must always be respected. Since people can change their minds, or consent to one thing but not to something else, the seeker of consent must keep assessing whether consent is clear, informed, willing and active. Consent must be seen as an ongoing process, not a 'one-off'.
- In healthy relationships, both parties respectfully seek each other's consent and know that their decision to give or not give consent will be respected. A person is never to blame if their decision not to give consent or to withdraw consent is not respected.

Abortion: This issue is explored within PSHE lessons as an issue and choice that some students may have to face, both as a girl and a boy. (This is a sensitive issue, particularly if a student has had an abortion, or has been closely involved in an abortion. This is, therefore, an optional session. Those who do not attend are set alternative work to complete in the library).

Safer Sex, HIV and AIDS and Sexually Transmitted Infections: In Key Stage 4 students are taught about the types of STIs (including HIV) and how to identify the signs. They are also given the opportunity to explore what 'safe sex' is including the opportunity to practise with condoms. Student are helped to develop the skills needed to avoid being pressured into having unsafe sex. Students are also informed about how to access local clinics to treat and get advice about STIs, including HIV. As part of a Health and Survival Day, students in Year 10 also have the opportunity to meet an individual who has HIV and hear their story, and ask questions about

living with HIV.

2. Contact Information

Horton Maternity Hospital	01295 229462
Banbury GUM Clinic, Orchard Health Centre	01295 819171