

Relationships and Sex Education Policy

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Relationships and Sex Education Policy

Relationships and sex education encompasses a broad range of areas including conception, sexuality, emotions, relationships, sexual health and ourselves.

The NAS Academies Trust and Church Lawton School believe that relationship and sex education is part of the educational entitlement of all students. Church Lawton is concerned with educating the whole child and recognize that sexuality development is an integral part of a student's personal development.

The nature of autism means that students may be more vulnerable to abuse and exploitation than their peers. The social understanding and interactional difficulties of students with autism can lead to very specific difficulties around personal relationships and sexuality. Some students with autism may be confused about what is acceptable public behaviour, they may need to be taught the skills that other young people acquire incidentally. These children need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. They may need help and guidance around making personal relationships.

Statutory requirements

As a free school providing education for primary aged students, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As a free school providing education for secondary aged students we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Church Lawton School we teach RSE as set out in this policy.

Aims and Objectives

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school, and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

Church Lawton School explores/teaches RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

The purpose of a whole school Relationships and Sex Education policy is to:

Explain the definition, aims and objectives of RSE.
Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

Definition:

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014).

Moral and Value Framework:

Effective RSE should achieve a balance between acquisitions of:

- Attitudes – appreciation of difference; tolerance; openness about sex.
- Skills – negotiation; communication; assertiveness; care for self and others; personal skills; managing emotions and relationships; problem-solving skills; decision-making skills.
- Knowledge – emotions and relationships, puberty; the mechanics of sex including biological aspects; fertility and reproduction; contraception and sexual health; information about sexual orientation, sexuality, gender reassignment, the avoidance of unplanned pregnancies, reasons for delaying sexual activity.

A broad and balanced programme of Relationship and Sex Education will respect individual differences – inspired by cultural, religious and familial background. It will seek to promote those values, which respect human life and dignity.

Ethos and Environment**Global statement:**

Specify guidance documents on which the policy has drawn – key reference documents:

- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).
- Multi-agency practice guidelines: Female Genital Mutilation (2014).
- DCSF Sex and Relationships Guidance (0116/2000).
- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education, (2019a).

Church Lawton School will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

How and to whom will the policy be shared and consulted amongst in the Whole School:

Dissemination and consultation/review of policy includes:

- Consultation with wider school community e.g. school nurse.
- Review of RSE curriculum content with staff and pupils.
- Pupil questionnaires and the school council.
- Consultation with school governors.
- Questionnaires to parents/carers.

The policy will be available to parents through direct request and available on the website.

Working with parents and carers and the wider community:

- How they are informed and consulted.
- Confidentiality for parents/carers.
- Role of parents/carers.
- Access to resources.
- Right to withdraw.

Parents and carers have an especially important role to play in supporting PSHE/RSE education.

Church Lawton School is confident that the school's programme complements RSE across the school. To enable this, an information session for parents is offered to discuss the RSE programme. Teaching resources could be shown and opportunities will be given for discussion and questions.

Parents/carers are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request and that they can view any teaching resources being used in the delivery of RSE.

Parents' right to withdraw

Primary School aged students

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

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

Secondary School aged students

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 3 of this policy and addressed to the head teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

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

CPD for Staff:

Church Lawton School ensures RSE/PSHE CPD for staff through:

- Opportunities for teachers to undertake training required
- CPD by trained practitioners to take place for staff involved in teaching the subject.

Statement of Church Lawton School's commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies:

Church Lawton School considers the needs of different groups within the school. (Boys and Girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupils' age, ability, gender and maturity. We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfEE 2014b).

Outline

Church Lawton School delivers the RSE programme through:

- Specialist PSHE teaching.
- Embedded in the Primary Lessons
- Autism Trust Progression Framework (Primary)
- MAST team social skills lessons (Secondary)
- Quality of Life lessons (Middle & Secondary)
- Directed well-being support
- HLTA for Relationships and Mental Health / Family Liaison
- External agencies used where appropriate to enhance programme.

Church Lawton School teaches RSE through:

- Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through English, Quality of Life Lessons, Zones of Regulation and Careers
- Enhanced collapsed timetable PSHE days.
- Embedding within the PSHE Curriculum at a whole school level.
- Opportunities for form groups in form tutor time.
- Specific groups or individuals identified and supported by Well Being sessions, form group teams, the family liaison HLTA and the school nurse.
- Assemblies

Church Lawton employs a designated school nurse who supports the teaching of RSE. The school nurse supports students in areas of sexual health including contraception, options available and demonstration, sexually transmitted infections, sexual identity and signposting further support. The school nurse is involved in the teaching of RSE within the PSHE curriculum and through Friday clinics addressing individual pupil needs. (NB Suspended to some extent due to the Covid 19 situation. However, the Nurse is available in case of referrals.)

A pupil may be referred to receive a Relationships and Sex Education intervention; this may be on an individual basis or as part of a selected group.

A referral can be made by a member of staff or parents/carers if there are concerns relating, but not limited to; inappropriate touching, inappropriate relationships, body image, changes during puberty, peer pressure, LGBT, human reproduction, boundaries, choices, risk and consequences.

These support systems and interventions are available to all pupils. Individuals are selected and a tailored plan is delivered to meet their needs. Parents/carers will be informed by letter when a pupil accesses this intervention. Parents/carers have the right to opt out by contacting the school directly.

The young person must always be offered the opportunity to discuss their sexual health in a private, confidential environment. All personal information and records are stored securely onsite in accordance with the Data Protection Act 2003 and only shared with local authority safeguarding advice and referral teams in the instance of a safeguarding referral.

Church Lawton School follows the Cheshire East guidelines which are available on request.

Content

The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme. At Church Lawton School, this is adapted to meet the specific needs of pupils with Autism and ties in with the NAS Quality of Life curriculum.

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495

Assessment

Teaching and learning of RSE will be assessed by:

- Student self-assessment
- Assessment for learning
- Teacher assessment
- Peer assessment

Monitoring

The RSE programme is monitored by:

- Lesson planning and observations
- Teacher monitoring
- Pupils' QOL folders

Working with outside agencies

Church Lawton School may use the expertise of outside agencies.

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

Organisation

The Governors expect a basic programme of Relationship and Sex Education and Personal development to be part of every child's entitlement at Church Lawton School, planned according to individual and group needs and development.

The role of RSE is also crucial in reframing sexuality in a positive light. RSE should both explore and challenge conventional notions of masculinity and femininity. It should equip young people with the knowledge, skills and attitudes both to feel happy and supported in their sexual identity, and to support and respect the sexual identity of others. It should make explicit links between negotiating safer sex and engaging in positive, affirming sexual behaviour. Those involved in the delivery of RSE will need to demonstrate a commitment to the creation of a safe environment which encourages open discussion of both the pleasures and the pitfalls of sexual expression and behaviour.

Staff will develop the programme across the school with the curriculum and outcomes school teams and school nurse.

Where appropriate additional support from outside agencies will be sought. These agencies will operate within the framework of the schools Sex and Relationship Education policy. Opportunity will be given for gender and ability groups to work alone when appropriate.

Specific Issues including Vulnerable groups

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children at primary

and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

Safeguarding:

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools must meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday, especially during the transition from primary to secondary school, is thought to be a key risk time for FGM. See also the government multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

The Multi Agency Support Team play an important role in ensuring Church Lawton School meets these requirements through; staff training and awareness, daily support in school to pupils, parents/carers and staff, and liaison with external agencies.

Confidentiality:

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

The DFE makes it clear that it is appropriate for schools with secondary age pupils to deal with difficult or sensitive issues. Our programme will aim therefore to present specific issues in a balanced and sensitive manner.

Termination of Pregnancy

Where appropriate, we will present pupils with a balanced and current view, which respects a range of beliefs and experience.

Contraception

Teachers will endeavour to clarify pupils' understanding in a manner related to their developmental age and experience.

Sexual Orientation

Staff and students will treat every individual with dignity and respect, with the aim of working towards a more understanding and caring society.

HIV/Aids and Sexually Transmitted Diseases

With those pupils for whom it is appropriate we will raise awareness of sexually transmitted diseases and teach basic hygiene and safe sexual practices.

Appendix 1: By the end of primary school pupils should know

<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

Appendix 3: 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	