**Chadwick High School**

**Relationships and sex education (RSE) Policy.**

**September 2024**

**Rationale and Ethos:**

This policy covers Chadwick High School’s approach to relationship and sex education (RSE). It has been produced following guidance from the DfE.

Relationship and sex education is defined as learning about the emotional, social and physical aspects of growing up. The aim is to equip pupils with the information, skills and positive values to have safe and fulfilling relationship and to understand and take responsibility for their sexual health and well-being. It includes clear, impartial scientific information on matters such the change of puberty, abortion and assisted conception as well as covering the law in relation to forced marriage and female genital mutilation (FGM). Our curriculum is gender and LGBT+ inclusive.

The intended outcomes of teaching RSE at Chadwick High School are:

*Attitudes and values*

* To encourage openness and reduce stigmas attached to issues such sexuality and relationships.
* Pupils to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face
* To, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
* To learn the importance of values, individual conscience and moral choices;
* To learn the value of family life, stable and loving relationships, marriage and civil partnerships;
* To learn the value of respect love and care.
* To develop self-respect and empathy
* To be able to communicate their values appropriately and gain the skills to be able to stay true to their values when challenged by peers or the media.
* To increase LGBTQ+ awareness and that individuals and relationships should be respected by all

*Personal and social skills*

* To enable pupils to identify what is acceptable and unacceptable behaviour within a relationship and understand the lasting negative impact of unhealthy relationships on mental wellbeing.
* To give pupils the information they need to help them know and develop healthy, nurturing relationships of all kinds, not just intimate relationships.
* To challenge myths, misconceptions and false assumption about normal behaviour.
* To develop critical thinking as part of decision making
* To become aware and gain strategies to manage a range of emotions connected with relationships
* To enable students to be able to recognise inappropriate pressure or advances

*Knowledge and understanding*

* To education pupils on keeping personal information private online. This includes images and videos.
* To help pupils make good decisions about their own health and well-being.
* To educate pupils on the law about sex, sexuality, sexual health, gender identity and discrimination.
* To recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
* To give pupils the knowledge about safer sex and sexual health.
* To gain better understanding of diversity and inclusion in order to decrease incidents of homophobia, transphobia and biphobia and acephobia.
* To distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
* To gain knowledge and understanding on laws relating to sex, relationship, consent and rape
* To gain knowledge and understanding on FGM (female genital mutilation)
* Understand when and how to report issues
* To provide knowledge and when and where to conduct sexual health screening.

Chadwick High School’s RSE curriculum and policy is inclusive to all our pupils and respects how people choose to identify themselves. RSE lessons ensure that LGBT+ and gender equality are paramount. When delivering RSE staff ensure that all forms of discrimination and bullying are challenged and dealt with appropriately.

Roles and responsibilities:

Responsibility for the RSE policy at Chadwick High ultimately lies with the management committee.

The RSE curriculum will be predominately taught by the PSHE coordinator (Jennifer Pye). As part of her CPD she will receive training and support to ensure successful delivery of the curriculum. She will also ensure that this policy is shared with all staff who teach RSE and key workers who support pupils in lessons.

This policy will be reviewed yearly.

Legislation and Statuary Guidance:

Chadwick High School are required to teach relationship and sex education as part of the new DfE statutory content for RSE 2020.

Documents that inform the school’s RSE policy include:

Education act (1996)

Learning and skills act (2000)

Education and inspections act (2006)

Equality act (2010)

Supplementary guidance SRE for the 21st century (2014)

Keeping children safe in education – statutory safeguarding guidance (2016)

Children and Social work act (2017)

Curriculum Design:

Chadwick High School’s RSE programme is an integral part of our whole school PSHE provision. Detailed curriculum maps detail when RSE will be taught to each class over the year.

Every class both in the medical and behavioural provision will access PSHE- therefore accessing RSE.

Students in key stage 3 are placed in mixed age classes while in KS4 pupils are taught in same age classes. Careful consideration of the age, maturity and ability of pupils will be considered when planning lessons.

RSE will be planned and delivered utilising resources and different teaching methods to ensure all pupils, regardless of learning needs and styles, can access the curriculum. Selected resources such as books and films will be used to support and promote understanding of the curriculum. Resources are often created by the staff following guidance from trusted organisations such as PSHE association, Public Health England, NHS direct, CEOP and Stonewall organisation.

Safe and effective practice:

It is vital that the learning environment for teaching RSE is nurturing, inclusive and supportive. This will be supported by ground rules established in RSE lessons and following the school’s behaviour policy. Positive staff/pupil relationships are paramount and vital to ensure a successful delivery of RSE.

Student questions will be treated with dignity and respect and pupils are encouraged to ask questions. These can be asked directly to staff who will aim to answer immediately or seek to find factual information asap. Any questions can be asked anonymously by use of a question post box that will be set up and checked daily.

Parents/carers will have the right to withdraw their children from dedicated sexual education lessons but not from relationship lessons. They do not have the right to withdraw their child from those aspect of RSE that are taught in National Curriculum subjects such as science. Parents/carers will be notified (via curriculum maps and key workers) when sex education is due to be taught and their right to withdraw their child. If parents wish to withdraw their child this must be put in writing to the Head teacher.

3 terms before a pupil turns 16 they then have the right to reengage in sex education lessons without their parental consent.

Safeguarding:

Teachers are aware that effective RSE, which brings an understanding of what is and what isn’t appropriate in a relationship, can lead to a disclosure of a child protection incident. If this happens Chadwick High School’s safeguarding policy and procedure will be followed. The member of staff will notify the designated safeguarding lead (VM) and in her absence the deputy (CO, LR, AM, DG). They will ensure details are recorded on CPOMS as per Chadwick High School’s safeguarding policy.

Any visitors in school will always be supported by a member of Chadwick High School staff in their lessons who will take responsibility for reporting incidents. Visitors to the school will not be left alone with students.

Monitoring, reporting and evaluation:

Ongoing reviews will take place on the RSE provision alongside the whole PSHE curriculum. As part of staff CPD observations will take place alongside monitoring of plans and work scrutiny. Teachers will critically reflect on their work and best practice.

Visitors to school will be welcomed as a positive way to enrich the curriculum. These too will be evaluated and reviewed.

RSE Policy review date:

This policy will be reviewed every 12months to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the currently DfE advice and guidance.

This policy will be reviewed by September 2025.