



CHIPPING NORTON  
SCHOOL

**RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**  
**(STATUTORY)**

<b>Date reviewed:</b>	<b>October 2023</b>
<b>Next review:</b>	<b>October 2025 (every two years)</b>
<b>Committee:</b>	<b>Impact Committee</b>
<b>Member of staff responsible:</b>	<b>Natalie Hancock (Deputy Headteacher)</b>

## **1. Aims**

The school has a responsibility to deliver an appropriate programme of Relationships and Sex Education (RSE) to aid the appropriate physical, moral and emotional development of its students. The subject is about understanding the importance of safe, stable, loving and respectful relationships and family life. It is also about the teaching of sex, sexuality, sexual health and the importance of consent. It empowers students to take responsibility for their own sexual health and wellbeing.

The aim of this policy is to set out a clear framework within which Relationships and Sex Education (RSE) can effectively be delivered at Chipping Norton School and to clarify the school's vital role in educating young people about the choices they face in leading healthy lifestyles. It also outlines the procedures the school will follow in relation to RSE issues in order to provide clear guidance to teachers, school staff and visitors. RSE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our students. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of all students.

In delivering RSE, we pay regard to the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. The policy complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017.

## **2. Definition of Relationships and Sex Education**

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex,

sexually transmitted Infections and sexual health. It also incorporates the areas of internet and media safety.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

### **3. Equality, Social Inclusion and Social Justice.**

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

### **4. School Responsibilities**

In planning, designing and delivering RSE the school will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students.

RSE is an integral part of our Character Education programme which is delivered across all key stages in both specific lessons and across other areas of the curriculum e.g. Science. In Character Education lessons, students are taught by tutors who are teachers across many disciplines. When appropriate, school staff will be supported by the school nurse or other external professionals when teaching sensitive, specialist topics.

RSE is concerned with developing self-esteem and respect for others. Students who are confident and have high self-esteem are able to exercise judgement in relation to their rights, responsibilities and risk.

The knowledge and skills acquired through RSE will enable students to make informed decisions and to resist any pressure from individuals or groups which may not be in their best interests. RSE will enable students to understand and express their feelings by providing the vocabulary, confidence and communication skills.

Students mature both physically and emotionally at different rates and information will become meaningful to them when they are ready. The curriculum is therefore designed to revise and revisit the key issues each year.

Where issues related to RSE arise in other subjects across the curriculum, teachers will use their professional judgement in providing honest answers to students' questions. The aim should always be to provide factual information in the context of the values expressed above in section 1.

### **5. Safeguarding and Child Protection**

When providing information to individual students, teachers will be aware of the legal framework within which they are operating and be sensitive to the needs of the students and the rights of the parents. Staff teaching RSE are trained in child protection,

safeguarding procedures and Keeping Children Safe in Education. In the event of a disclosure made by a student, staff will follow the Child Protection and Safeguarding Policy to ensure that the correct procedures are followed. This may result in a referral to Social Care or the Police. When appropriate, parents will be contacted to inform them of this action. However, the safety and well-being of the student is paramount and therefore there may be times when parents are not informed of our actions. The school will also ensure that it has the necessary filtering and monitoring procedures in place to protect all students. This means that we will seek to block harmful and inappropriate content without unreasonably impacting upon the quality of teaching and learning.

## **6. Staff Development**

Periodic professional development training, relevant to the role of the teacher, will help to train staff to deal with sensitive issues. This includes, but is not limited to, pre-unit briefings which prepare staff for the teaching of RSE within Character Education lessons up to 6 times a year.

## **7. Parents**

The school recognises the need to work in partnership with the parents and carers of its students in all areas and aims to deliver a programme that is appropriate to all students. Parents have a vital role to perform in this area of a child's development and should be informed of the content and timing of the RSE programme so that they are ready to discuss any issues that arise at home. As a school we recognise that parents have the right to withdraw their children from all or part of sex education up to three terms before the age of 16, where a child may choose to opt-in to sex education. This does not include the statutory parts of national curriculum programmes of study for science. This policy will be available on our website and on request.

## **8. External agencies**

From time-to-time the school may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include;

- School Nurse
- School's Police Liaison Officer
- Visiting Theatre Companies

We may also draw on the support of;

- OSCB (Oxfordshire Safeguarding Children's Board)
- Local Community Support Service
- Child and Adolescent Mental Health Service (CAMHS)

## **9. Monitoring and Evaluating Success**

We regularly monitor and evaluate our RSE programme to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the RSE and Health Education guidance, and that learning outcomes are reflective of student need. This policy will be reviewed on a biennial basis by the Governing Body, made up of teachers, parents, members of the local community and non-teaching staff. The views of students and/or the Student Council will also be taken into account when reviewing the policy.

## **10. Related Documents**

Child Protection and Safeguarding Policy, PSHCE Policy, Staff Code of Conduct, EDI Policy & Behaviour for Learning Policy