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1. Find and replace 'Name of School' with your school's name (top tip: press ctrl+h to find and replace all instances in no time, remember to select 'Match case').
2. As you read through the policy, add and amend school-specific details as necessary. To help you find these amendable elements, such as responsibilities and timescales, we've highlighted them in yellow and underlined them, e.g. two years.
3. Where prompted, enter school-specific information such as your unique policies and procedures.
4. Enter your review date – remember to take a note!
5. When you've finished amending your document, simply click the 'Insert' tab, select 'Cover Page' and click 'Remove Current Cover Page' to remove this page.
6. Remember to add the policy's article page to your 'Watchlist'. Once added, you will be notified immediately when any change is made to our model policy – ensuring you

## Your school's unique, so your policy must be too!

You must ensure that any policy derived from the guidance in this model policy reflects your establishment's specific requirements.

**'School'** – in the majority of our policies we use the term school, this is simply a generic term and represents all school types. You can easily amend the policy to match your school type using Microsoft Word's 'Find and Replace' function.

**'Governing board'** – we use 'governing board' and 'governor' in our policies, but this can easily be amended to reflect the accountable body and individuals in your establishment

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# Relationship and Sex Education Policy

Last updated: June 2018

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## **Statement of intent**

At Chaigeley School we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

## **Aims and objectives**

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

## 1. Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4, ' 2014

## 2. Organisation of the programme

- 2.1. The sex and relationship education programme will be developed by the PSHE coordinator, in accordance with DfE recommendations.
- 2.2. The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum and informally through the pastoral and Welfare Team.
- 2.3. At key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.
- 2.4. Elements of the topics for key stage 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught. Other areas are non-statutory and can be delivered when appropriate as part of an age related and wider curriculum
- 2.5. [Secondary only] The sex and relationship education programme is divided into two key stages at secondary level, rather than by year group, in terms of what topics will be taught.
- 2.6. [Secondary only] The sex and relationship education programme is flexible at secondary level, such that teachers can decide what they would like pupils to know by the end of each year within the key stages.

## 3. Key stage 2

3.1. Pupils in Year 3 are taught:

- That, humans reproduce and produce offspring.
- That, women have babies and that in most animals, it is also the female that has babies.
- About the way a baby grows in its mother's uterus.
- About the word "puberty", and that this is used to explain when a child's body turns into an adult.
- About the importance of hygiene.
- The biological terminology used to describe changes in boys' and girls' bodies as they go through puberty.
- That puberty is necessary in order for the body to be able to make babies.

- About stereotypical ideas regarding parenting and family roles.

3.2. Pupils in Year 4 are taught:

- That a baby is made when sperm from a man and a woman's egg joins.
- That they were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.
- That, girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

3.3. Pupils in Year 5 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- About what terms such as "gay" mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.

3.4. Pupils in Year 6 are taught:

- That, babies are made during sexual intercourse.
- That having a baby is a choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- About what to expect in secondary school and to discuss any worries that they might have about this transition.

3.5. During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

## **4. Key stage 3**

4.1. Pupils in Years 7, 8 and 9 are taught:

- The detailed process of human reproduction, including the physical and emotional changes that take place during puberty and adolescence.
- About fertility, including the constant fertility of the male and the cyclical fertility of the female.
- The menstrual cycle, including the different stages, and the emotional changes it brings.
- About fertilisation and pregnancy and the different stages involved, including foetal development in the uterus.
- About sexually transmitted infections (STIs), including HIV and AIDS, and how they can be transmitted.
- The diagnosis of, and treatment for, different STIs.
- How high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- About different methods of contraception and the importance of these in preventing STIs and pregnancy.
- How diet and disease may affect sexual health, pregnancy and fertility.
- How drugs, including tobacco and cannabis, may affect sexual health, pregnancy and fertility.
- The importance of the law in regards to the legal age for engaging in sexual activity, and the significance of consent.
- The importance of delaying sexual activity and resisting pressure, as well as how to discuss this with partners.
- About the features of positive and stable relationships, and the importance of these for bringing up children and family life.
- The importance of monogamous and consenting relationships and the effects on physical and emotional wellbeing.
- About different types of relationships such as same-sex and civil partnerships, including different choices relating to children.
- The breakdown of relationships and how to deal with loss, including the impact on emotional wellbeing.
- The roles and responsibilities of parents, carers and children within families.

## **5. Key stage 4**

5.1. Pupils in Years 10 and 11 are taught:

- The way in which hormonal control occurs, including the effects of sex hormones.
- About medical hormones such as those relating to fertility.
- How sex is determined in humans.
- About the benefits and risks of lifestyle choices which may affect sexual health.

- About positive characteristics in relationships, and what relationships should offer.
- The importance of being aware of exploitation in relationships and how this is not normal behaviour in a loving relationship.
- The responsibilities of parenthood and the consequences of what pupils' actions have on sexual activity and parenthood.
- About abortion and how this is dealt with by health professionals, as well as how to discuss this with parents and others.
- The use of medical hormones to control and promote fertility.
- The importance of the law in regards to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with.
- About trans\* individuals and acceptance in society.
- About the use of 'sexting' and the importance of being aware of what pupils post online.
- How the media portrays others with particular consideration to body image and self-esteem.
- About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females.
- Where and how to obtain confidential advice, counselling and treatment.

## **6. Training of staff**

- 6.1. Training of staff will take place for updated guidance and any new developments, such as 'sexting', which would be addressed in relation to the e-safety policy and CPD
- 6.2. [Secondary only] First aid and welfare/pastoral staff are able to give pupils advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness.

## **7. Delivery of sessions**

- 7.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 7.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities can be used to assist learning.
- 7.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 7.4. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention

measures taken to ensure this, are outlined in Chaigeley's E-safety Policy, and Acceptable Terms of Use Agreement.

- 7.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 7.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 7.7. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 7.8. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 7.9. Chaigeley School understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- 7.10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- 7.11. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 7.12. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

## **8. Working with parents**

- 8.1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 8.2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 8.3. Parents/carers will be consulted on the programme, by letter
- 8.4. Chaigeley School respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.
- 8.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 2 – Science national curriculum](#).

## **9. Equal opportunities**

- 9.1. Chaigeley School understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.
- 9.2. Chaigeley School is dedicated to delivering sex and relationship education with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## **10. Confidentiality**

- 10.1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 10.2. Teachers must, however, alert the Principal / DSL about any suspicions of inappropriate behaviour or potential abuse as per the
- 10.3. Schools' Child Protection Policy.

## **11. Bullying incidents**

- 11.1. Chaigeley School has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school
- 11.2. These incidents will be dealt with following the process in our Anti-bullying and Harassment Policy. School will decide whether it is appropriate to notify the police or appropriate person if this continues

## **12. Monitoring and review**

- 12.1. This policy will be reviewed by the Principal in conjunction with the appropriate staff on an annual basis.
- 12.2. Any changes needed to the policy, including changes to the programme, will be implemented by the Principal or appropriate staff
- 12.3. Any changes to the policy will be clearly communicated to all members of staff involved in sex and relationship education.

Source: SPD Committee

Reviewed on: May 2018

Next review: June 2019

## Appendix 1 – Letter to parents/carers

**Chaigeley School  
Lymm Road  
Thelwall  
Warrington  
WA4 2TE**

Dear Parent/carers,

### **RE: Sex and relationship education at Chaigeley School**

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

At Chaigeley School we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's Sex and Relationship Education Policy, which can be accessed on our school website or in hard copy via our school office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Mrs J Barlow

Acting Principal

## Appendix 2 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"> <li>• That animals, including humans, move, feed, grow, use their senses and reproduce.</li> <li>• To recognise and compare the main external parts of the bodies of humans.</li> <li>• That humans and animals can produce offspring, and they grow into adults.</li> <li>• To recognise similarities and differences between themselves and others.</li> <li>• To treat others with sensitivity.</li> </ul>
Key stage 2	<ul style="list-style-type: none"> <li>• That nutrition, growth and reproduction are common life processes for humans and other animals.</li> <li>• About the main stages of the human life cycle.</li> </ul>
Key stage 3	<ul style="list-style-type: none"> <li>• That fertilisation in humans is the fusion between the egg and sperm.</li> <li>• About the physical and emotional changes that take place during adolescence.</li> <li>• How the foetus grows and develops.</li> <li>• How the growth and reproduction of bacteria and viruses can affect health.</li> </ul>
Key stage 4	<ul style="list-style-type: none"> <li>• The way in which hormonal control occurs, including the effects of sex hormones.</li> <li>• The medical uses of some hormones, including the control of fertility.</li> <li>• The defence mechanisms of the body.</li> <li>• How sex is determined in humans.</li> </ul>