

CHULMLEIGH ACADEMY TRUST

RSE POLICY

**Approved by the Board of Directors on
Currently under consultation with parents**

Relationships and Sex Education Policy

Name: Chulmleigh College.

Date of policy: Review date:

Members of staff responsible for PSHE Education: Amy Eaton, Neil Payne

Introduction

This policy covers a rural secondary school in North Devon. The policy and PSHE curriculum have been tailored to take into account the locality and cultural needs of the schools.

This policy was developed by the Deputy Executive Head Teacher and PSHE lead. A consultation with parents, teachers and other school staff, directors, pupils at Chulmleigh College has taken place. We have responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been scrutinised and approved by the Trust's Governing Board.

1. Legal requirements of schools

It is now a statutory requirement for secondary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

Chulmleigh Academy Trust Schools acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

2. What Personal, Social, Health and Economic (PSHE) education, including Relationships Education, is:

Our PSHE Education, including statutory Relationships and Health Education, and non-statutory Sex Education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging

extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Chulmleigh Academy Trust Schools' PSHE provision supports the aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Chulmleigh Academy Trust School has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions.
2. Encourage and support the development of social skills and social awareness.
3. Enable pupils to make sense of their own personal and social experiences.
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
5. Enable effective interpersonal relationships and develop a caring attitude towards others.
6. Encourage a caring attitude towards and responsibility for the environment.
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

3. How the delivery of the content will be made accessible to all pupils

It is not our policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted, and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Chulmleigh Academy Trust Schools ensure that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Chulmleigh Academy Trust Schools acknowledge different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, our schools will raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please see our policies on anti-bullying, equality, diversity and inclusion for further information on the Chulmleigh Academy Primary School websites.

4. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches, but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, DEHT will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and

purpose of the curriculum. The DEHT will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for Chulmleigh Academy Trust schools to show parents examples of the resources they plan to use. Opportunities will be provided for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

5. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, directors through the primary school websites. Should you require an alternative format please contact the school office with your request.

Should further information about PSHE education be required, please contact the relevant primary school office in the first instance.

6. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, directors and pupils.

CPD for staff is a priority to ensure quality provision and support the teaching of particularly the RSE.

7. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)

- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- Anti-bullying Policy
 - Equal Opportunities Policy
 - DfE 'Keeping children safe in education' (2020).
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