



NICHOLAS  
CHAMBERLAINE  
SCHOOL

## Relationships and Sex Education Policy

Date: September 2023  
Review Due: September 2024

Reviewed Annually

## **Contents**

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and responsibilities
- 7.1 The governing board
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements

Appendix 1: By the end of secondary school Students should know

Appendix 2: Parent form: withdrawal from sex education within RSE

**1. Aims** - The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can be held, as an environment founded on the Fundamental British. Values of mutual respect and tolerance.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships, including helping students to recognize and respond positively towards their own personal development.
- Teach students the correct vocabulary to describe themselves and their bodies.

Through the RSE and Pastoral curricula we also subscribe to promoting:

1. Cohesion and community amongst our students;
2. Improved peer relationships
3. An attachment to the school & year group
4. Better relationships between tutor and tutees.

## **2. Statutory Requirements:**

As a secondary academy, we must provide RSE to all pupils under 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Nicholas Chamberlaine School, we deliver RSE through our PSHCE Curriculum.

## **3. Policy Development:**

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – our PSHCE coordinator and Senior Leader responsible for Personal Development collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations including the nature and variety of the content and as opportunity to raise ideas, suggestions, concerns or questions regarding the delivery of content.

3. Parent/stakeholder consultation – parents/carers insights were gathered through online surveys and an in-person consultation.
4. Pupil consultation – our Student leadership team led discussions with their respective form groups, ensuring all students had opportunity to contribute towards the collation of this policy.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

#### **4. Definitions:** At Nicholas Chamberlain School

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- RSE is student driven in part: whilst we provide a set curriculum, we have frequent opportunities for students to ask questions from their own positions freely and without prejudice.

#### **5. Curriculum:** At Nicholas Chamberlain School

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Staff responsible for delivering our RSE Curriculum receive frequent, scheduled training prior to delivering content, to ensure pedagogy is appropriate for the nature of discussion.

We will share all curriculum materials with parents and carers upon request.

#### **6. Delivery:** At Nicholas Chamberlain School

RSE is taught within the Personal, Social, Citizenship and Health Education (PSHCE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects (moral issues, identities) are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

- Online and media representations and identities
- Being safe (emotionally, physically, sexually)
- Intimate and sexual relationships, including sexual health.

These identified areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **6.2 Inclusivity:** At Nicholas Chamberlain School

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also:

Ensure that pupils learn about these topics in an appropriate environment, for example:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

## **6.3 Use of resources:** At Nicholas Chamberlain School

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. **Use of resources:** At Nicholas Chamberlain School

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **We will:**

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

### **8.1 The Governing board:** At Nicholas Chamberlain School

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **8.2 The Head Teacher:** At Nicholas Chamberlain School

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### **8.3 Staff:** At Nicholas Chamberlain School

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

At Nicholas Chamberlaine School, the following staff are responsible for the leadership of RSE delivery through our PSHCE curriculum:

- Mr P.Walker – Assistant Head with responsibility for managing Personal Development,
- Mr A.Parsons-Moore – Personal Development Lead,

### **8.4 Students:** At Nicholas Chamberlain School

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **9. Parental right to withdraw from RSE:** At Nicholas Chamberlain School

Parents/carers have the right to withdraw their child 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 2 of this policy and addressed to the headteacher.

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

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

#### **10. Training for delivery of RSE: At Nicholas Chamberlain School**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **11. Monitoring Arrangements: At Nicholas Chamberlain School**

The delivery of RSE is monitored by A.Parsons-Moore through:

- Scheduled learning walks,
- Student Voice insights,
- Attitudinal surveys

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by P.Walker annually. At every review, the policy will be approved by the Governing Board and Headteacher.