



Clarendon School
A place of learning for everyone

CLARENDON SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

Relationships and sex education policy

Introduction

Young people are growing up in an increasingly complex world and are learning to live their lives both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. At Clarendon School, we recognise that our students need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, enabling them to live meaningful, healthy, safe, lives with independence, happiness and success.

Relationships and sex education is a key part of helping young people to stay safe, make healthy and positive choices and to be well prepared for life in modern Britain. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Clarendon School acknowledges that children and young people with SEND may be especially vulnerable to abuse and exploitation. All of our working practices are designed to maximise opportunities for our students: to learn how to be and keep safe; to communicate and be understood through whichever means of communication is most effective for them; to build healthy and enriching relationships; to maximise their potential and achieve ambitious goals within their local communities. Clear, relevant and inclusive RSE plays a crucial part in safeguarding.

This policy sets out the teaching of relationships and sex education and health education at Clarendon School. For the purposes of this policy, the term 'Relationships and Sex Education' is used to encompass all of these strands. This policy should be read in conjunction with our Child Protection Safeguarding Policy, which can all be viewed on the school website.

We recognise that the role of parents and carers in the development of their children's understanding about relationships is vital. They are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that the teaching of RSE at Clarendon School is a collaborative partnership between the school and families, and we will work closely with every family to

ensure that their views are heard and that every student can engage with the RSE curriculum.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Help students develop feelings of self-respect, confidence and empathy in relation to themselves and others
- Provide students with the knowledge and understanding to be able to make healthy choices about their lives and relationships
- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place
- Prepare students for growing into adulthood and give them an understanding of both physical and mental development, including sexual development and the importance of health and hygiene

At Clarendon we are committed to providing all students with the crucial information they need to remain healthy, happy and safe at all stages of their life, and we ensure that all of our curriculum is in line with government guidelines. All information about the PSHE modules we cover and the content of the topics can be found in the curriculum long term plan and schemes of work.

Statutory requirements

This policy is written with reference to legislation and government guidance including section 34 of the [Children and Social Work Act 2017](#), sections 403, 406 and 407 of the [Education Act 1996](#), the [Equality Act 2010](#), the Public Sector Equality Duty (which 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), and government guidance on [relationships and sex education and health education](#).

Definition

RSE is about the emotional, social and cultural development of students, 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.

It is not about the promotion of sexual activity but aims to build knowledge and understanding so that young people can make healthy, well-informed choices about their lives and relationships as they grow into adulthood.

Our RSE programme aims to have an impact on both students' academic and social outcomes. PSHE education contributes to our school's statutory duties including the Equality Act (2010) to provide a balanced and broadly-based curriculum. Our PSHE offer addresses substance misuse and its dangers, healthy eating, the importance of physical and mental health citizenship, British values, budgeting and other key skills for life. RSE at Clarendon School will address barriers to learning, raise aspirations, and improve the life chances of all students.

Relationships and sex education is an essential part of all students' education. At Clarendon School, the RSE curriculum enables all students to develop the knowledge, skills and attributes they need to keep themselves healthy, safe, and prepared for life.

Curriculum

From time to time, sensitive issues will be raised by students or parents. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework. The issues may concern sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that students may hear these terms through different sources such as the media and need to feel able to ask for further information.

- If a student asks a question during a whole or small group class session, staff will be expected to answer honestly and factually.
- students' questions will be answered according to their maturity and understanding, with support from parents.

- Staff responses to questions will focus heavily on the importance of healthy relationships.

Questions answered need to follow school policy. Where curriculum queries are raised, these need to be discussed with the Senior Leadership Team and/or the Designated Safeguarding Lead.

The response from the member of staff will be appropriate to the student's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response and staff will always be sensitive to underlying problems which may be worrying a pupil/student.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are taught within Clarendon School's whole school curriculum. In KS4, specific elements of RSE have been delivered to students in stand alone lessons, delivered through the course of the year. ASDAN courses provide an external accreditation of elements of the RSE curriculum. This can be delivered by school staff and/or visiting professionals.

In Primary, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Secondary, 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
- Keeping themselves and others safe

- Intimate and sexual relationships, including sexual health and informed consent

These areas of learning are taught within the context of family life. At Clarendon School we take care to ensure that all family and support structures are represented and discussed, including single parent families, LGBTQ+ families, those headed by grandparents, adoptive parents, foster parents/carers amongst other structures, as well as reflecting other structures of support e.g. looked after children or young carers.

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explored in a clear, sensitive and respectful manner, recognising that young people may be discovering or understanding their sexual orientation or gender identity. Equal opportunities to explore and celebrate the features of stable and healthy same sex relationships are integrated appropriately into the RSE programme.

Students are informed about a full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly.

Students are also taught 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. Internet safety is addressed across all Key Stages.

Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that

businesses may exploit the data available to them.

Through RSE we recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. We aim to teach our students not to tolerate or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. RSE is used as a vehicle to challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. We aim to teach our students that all of the above can be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language.

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be used by all staff with all students.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students will be made aware of the relevant legal provisions when relevant topics are being taught, including:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes etc.)
- pornography

- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

RSE Assessment and Tracking of Learning

At Clarendon School, we have the same high expectations of the quality of students' work in RSE as for other curriculum areas. Whilst there is no formal assessment for RSE in KS3, students are encouraged to engage in entry level (baseline) quizzes, exit quizzes, mind maps, or self-evaluations to capture progress.

In Key Stage 4 all learners follow the Clarendon School curriculum content. This is accredited via one of a number of appropriate ASDAN courses

Lessons in RSE will be planned to ensure that all students of differing abilities are suitably challenged. Teachers will identify and assess the needs of students who may require extra support or intervention.

Safeguarding and confidentiality

When teaching any sensitive topic such as RSE, which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship Education or Relationships and Sex Education Programme have statutory training around safeguarding children and are aware of our

school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff involved in delivering and supporting RSE will be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff will follow safeguarding procedures as set out in our Child Protection & Safeguarding Policy.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some learning units may need to be adapted due to the sensitive nature of the topics covered. Providing RSE Education is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future. The School will ensure that Schemes of Work may be adapted as appropriate to meet individual pupil needs in relation to their contextual circumstances.

Roles and responsibilities

The Local Governing Body (LGB)

The LGB will hold the Headteacher to account for the implementation of this procedure, through updates at termly LGB meetings as well as portfolio activities undertaken in order to provide support and challenge.

This procedure will be reviewed and approved annually by the LGB.

The Headteacher

The Headteacher, with the support of the Senior Leadership Team, will ensure that:

- A suitable approach to the teaching and evaluation of RSE is in place within the school, informed by regular consultation with students, staff and families and compliant with all relevant requirements e.g. equality duties.
- Requests to withdraw students from (non-statutory) components of RSE (see section 6) are managed appropriately.
- Ensure all staff are aware of and abide by the policy, this RSE Procedure and related documentation.

Staff

All staff are responsible for:

- Ensuring that they are familiar with and adhere to this procedure, the RSE policy and all other relevant policies and procedures.
- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring pupil/student progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Understanding the relationship between RSE and safeguarding, including how to manage any safeguarding concerns that may come to light during the course of RSE provision being delivered, and how to maintain appropriate confidentiality.

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.

Those responsible for delivering RSE at Clarendon are:

Curriculum Lessons:

All class teachers will teach their own class pupils RSE and PSHE

PSHE Primary Coordinator: Vicky Baker

PSHE Secondary Coordinator: Caroline Hollywood

RSE Intervention sessions:

Claire Aebischer, Teacher (Secondary)

Students

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

Parents

We know that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting

relationship with the parents of students at Clarendon School through mutual understanding, trust and cooperation. In promoting this objective all parents will be:

- Given every opportunity to understand the purpose and content of Relationships Education, RSE and Health Education.
- Consulted and encouraged to participate in the development of Relationships Education, RSE and Health Education.
- Able to discuss any questions or curriculum queries directly with the school.

Parents should be reassured that the personal beliefs and attitudes of individual staff members will not influence the teaching of RSE.

Parents' right to withdraw

Primary:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the Headteacher.

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

Secondary:

Parents have the right to withdraw their children 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 this policy and addressed to the Headteacher.

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

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

Training

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

The school 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.

School staff are trained in Safeguarding and Attachment Aware and Trauma Informed practices.

Targeted staff are further trained in

- Attachment Aware - Trauma informed
- Emotional wellbeing for children with severe and profound intellectual and learning disabilities
- Equality and diversity training
- Sexual violence, abuse and harassment.
- SRE for learners with SEND

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through the school's monitoring processes: lesson observations, book scrutinies, learning walks and learning environments.

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

This policy will be reviewed and approved annually by the Headteacher and the Local Governing Body.

Guidance for parents/carers

Relationships, sex and health education: guides for parents

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

PSHE Association www.pshe-association.org.uk

Sex Education Forum <https://www.sexeducationforum.org.uk/>

Brook – Healthy lives for young people <https://www.brook.org.uk/>

Appendix 1: Relationships and Sex Education Long term plan

KS3 Long term plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p><u>Personal Identity</u></p> <ul style="list-style-type: none"> - Recognising strengths and weaknesses - Recognising we are all different - Understanding what identity means 	<p><u>Staying Connected - Online Safety</u></p> <ul style="list-style-type: none"> - Identifying the consequences of too much screen time - Understanding what a digital footprint is - Identifying different types of cybercrime scams 	<p><u>Positive Relationships: Building relationships</u></p> <ul style="list-style-type: none"> - Identifying the characteristics of positive and healthy relationships - Recognising the signs of unhealthy relationships - Understanding what marriage is and the characteristics of other long term relationships and different families 	<p><u>Puberty: Changing Bodies</u></p> <ul style="list-style-type: none"> - Recognising male and female genitalia - Understanding physical changes that happen during puberty - Recognising that hygiene routines change during puberty 	<p><u>Living in the Wider World: Diverse Britain</u></p> <ul style="list-style-type: none"> - Recognise the benefits of living in a diverse and multicultural society - Identify ways of showing respect to people of all faiths and ethnicities - Understand how rules and laws help them 	<p><u>Healthy Me:</u></p> <ul style="list-style-type: none"> Healthy Lifestyles - Understanding a balanced diet and healthy food choices - Understanding the importance of regular exercise - Explaining the benefits of a healthy lifestyle and the negative effects of an unhealthy lifestyle
7/8G	Semi-Formal					
8	<p><u>Gender Identity</u></p> <ul style="list-style-type: none"> - Understanding what is meant by gender - Naming the 	<p><u>Staying Connected - Trolling, Cyber Bullying, Online Grooming</u></p> <ul style="list-style-type: none"> - Identifying and describing the different 	<p><u>Positive Relationships: Romantic Relationships</u></p> <ul style="list-style-type: none"> - Understanding what a romantic relationship is 	<p><u>Puberty: Changing Emotions</u></p> <ul style="list-style-type: none"> - Recognise that feelings change over time 	<p><u>Living in the Wider World: Staying Safe</u></p> <ul style="list-style-type: none"> - Describe what is meant by personal safety 	<p><u>Healthy Me:</u></p> <ul style="list-style-type: none"> Healthy Choices - Identifying ways of being healthier and happier by making small health changes -

	<p>terminology for gender</p> <ul style="list-style-type: none"> - Identifying the meaning of gender identity and biological sex 	<p>types of cyber bullying</p> <ul style="list-style-type: none"> - Recognising the warning signs of an online groomer - Understanding how to stay safe online 	<ul style="list-style-type: none"> - Identifying problems in a romantic relationship - Identifying healthy, unhealthy and abusive romantic relationships 	<ul style="list-style-type: none"> - Understand that everyday things can affect feelings - Identify strategies to respond to intense feelings 	<ul style="list-style-type: none"> - Understand what is meant by risky and identify some behaviours that might be risky - Recognise ways of reducing risk and staying safe 	<p>Exploring the link between emotional and physical health</p> <ul style="list-style-type: none"> - Investigating ways of making small changes in our everyday life
9	<p><u>Sexual Identity</u></p> <ul style="list-style-type: none"> - Recognising the key terminology for sexuality - Learning about Pride and its significance - Understanding the importance of respecting others and celebrating diversity 	<p><u>Staying Connected - Sexting, Self-Esteem and Pornography</u></p> <ul style="list-style-type: none"> - Identifying the ways people create online personas and how this can affect self-esteem - Understanding that pornography can show a stereotypical portrayal of relationships, sex and bodies - Understanding the pressures and consequences of sending a sext 	<p><u>Positive Relationships</u></p> <ul style="list-style-type: none"> - Recognising what a sexual relationship is - Knowing the age of consent and identifying healthy and unhealthy sexual relationships - Understanding what constitutes sexual harassment/violence and why these are always unacceptable 	<p><u>Intimate Relationships</u></p> <ul style="list-style-type: none"> - Recognise the risks of having unprotected sexual activity - Identify and understand the different forms of contraception - Understanding where to go for advice about contraception 	<p><u>Living in the Wider World: Money Management</u></p> <ul style="list-style-type: none"> - Recognising where money comes from and the part it plays in peoples' lives - Understanding how personal financial choices can affect them and others - Learning how to manage pressure from peers, advertising and other media on economic decisions 	<p><u>Personal Safety: Gangs and Crime</u></p> <ul style="list-style-type: none"> - Recognising the qualities of healthy and unhealthy social groups and what factors contribute to a young person deciding to join a gang - Identify how criminals exploit young people and where to get - Identify the consequences of knife crime and begin to understand why young people become involved

KS4 Long term plan

	AUTUMN	SPRING	SUMMER
10	<p><u>Module 2: Keeping Safe and Healthy</u></p> <p>-To explore well being and keeping safe</p>	<p><u>Module 7: Respectful Relationships</u></p> <p>- To recognise how to manage a range of emotions in different relationships</p>	<p><u>Module 5: Tobacco and Drugs</u></p> <p>- To understand the links between taking drugs and serious mental health conditions</p>
11	<p><u>Module 6: Sexual Health</u></p> <p>- To understand the advantages and disadvantages of different methods of contraception, including protection from STIs</p>	<p><u>Module 8: Families and Parenting</u></p> <p>- To understand what marriage is (including forced)</p>	<p><u>Careers and your future - work placement (based on module 10)</u></p>

Appendix 2: RSE Parental Withdrawal Letter

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
To be completed by the school			
Agreed actions from discussion with parents			