



# Chester International School

## *Relationships and Sex Education Policy*

<b>Policy name:</b>	Relationships and Sex Education Policy
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Name	Signature	Date

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### 1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Give pupils an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per 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](#).

At Chester International School we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff or working group pulled together 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
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within both the personal, social, health and economic (PSHE) curriculum, and the IB physical and health education (PHE) curriculum. These sessions are delivered during Team Meet, and alongside our themed curriculum. Biological aspects of RSE are taught within the science curriculum for year 10 and 11 students.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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
- › Being safe
- › Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

For more information about our RSE curriculum, see Appendices 1 and 2.

## 7. Roles and responsibilities

### 7.1 The governing board

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

## 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

## 7.3 Staff

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 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.

All staff are responsible for teaching RSE.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

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 Appendix 3 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 and take appropriate action.

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

## 9. Training

Staff are trained on the delivery of RSE as part of their 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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Francesca McCormick (Designated Safeguarding Lead) and Abbey Peers (IB coordinator), through:

- Learning walks
- Observations
- Work scrutinies

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

This policy will be reviewed by Alexandre Lawrenson (policy coordinator), annually. At every review, the policy will be approved by the governing board.

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## Appendix 1: Curriculum map

### ➤ Year 10

Theme	Health and Wellbeing		Relationships		Living in the Wider World	
Term	1a	1b	2a	2b	3a	3b
<b>Week 1</b>	to accurately assess their areas of strength and development, and where appropriate, act upon feedback	to recognise warning signs of common mental and emotional health concerns and how to seek help	the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values	about young people's employment rights and responsibilities	that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
<b>Week 2</b>	how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this	the importance of and ways to pre-empt common triggers and warning signs, including self-harm and eating disorders	the role of pleasure in intimate relationships, including orgasms	strategies to manage the strong emotions associated with the different stages of relationships	to assess and manage risk in relation to financial decisions that young people might make	the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
<b>Week 3</b>	how different media portray idealised and artificial body shapes	how to recognise when they or others need help with their mental health	to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary	to safely and responsibly manage changes in personal relationships including the ending of relationships	about values and attitudes relating to finance, including debt	to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

<b>Week 4</b>	strategies to develop assertiveness and build resilience to peer and other influences	to make informed lifestyle choices regarding sleep, diet and exercise	the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	. to understand how the way people present themselves online can have positive and negative impacts on them
<b>Week 5</b>	the characteristics of mental and emotional health; to develop empathy	the benefits of having a balanced approach to spending time online	about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
<b>Week 6</b>	about change and its impact on mental health and wellbeing	to identify, evaluate and independently access reliable sources of info about physical and mental health	to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours	about the concept of consent in maturing relationships	the skills to challenge or seek support for financial exploitation in different contexts including online	

<b>Week 7</b>	a broad range of strategies — cognitive and practical — for promoting their emotional wellbeing	the purpose of blood, organ and stem cell donation
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➤ Year 11

Theme	Health and Wellbeing		Relationships		Living in the Wider World	
Term	1a	1b	2a	2b	3a	3b
<b>Week 1</b>	how to take increased personal responsibility for maintaining and monitoring health including cancer screening	the different types of intimacy — including online	about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online	the law relating to abuse in relationships, including coercive control and online harassment	the skills and attributes to manage rights and responsibilities at work including health and safety procedures	that there are positive and safe ways to create and share content online and the opportunities this offers
<b>Week 2</b>	to assess and manage risks associated with cosmetic and aesthetic procedures	about specific STIs, their treatment and how to reduce the risk	to recognise the impact of drugs and alcohol on choices and sexual behaviour	the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	about confidentiality in the workplace, when it should be kept and when it might need to be broken	that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

<b>Week 3</b>	the consequences of substance use and misuse	to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health	how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them	about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it	how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
<b>Week 4</b>	. to identify, manage and seek help for unhealthy behaviours	. about healthy pregnancy and how lifestyle choices affect a developing foetus	the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	strategies to challenge all forms of prejudice and discrimination	how to effectively budget, including the benefits of saving	to assess the causes and personal consequences of extremism and intolerance in all their forms
<b>Week 5</b>	strategies for identifying risky and emergency situations, including online	that fertility can vary in all people, changes over time (including menopause)	the reasons why people choose to adopt/foster children	to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help	to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights	to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

<b>Week 6</b>	to increase confidence in performing emergency first aid and life-saving	about the possibility of miscarriage and support available	about the current legal position on abortion and the range of beliefs and opinions about it	factors which contribute to young people becoming involved in serious organised crime, including cybercrime	to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contract
<b>Week 7</b>	to understand and build resilience to thinking errors associated with gambling	about choices and support available in the event of an unplanned pregnancy			

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➤ Year 12

Theme	Health and Wellbeing		Relationships		Living in the Wider World	
Term	1a	1b	2a	2b	3a	3b
<b>Week 1</b>	skills and strategies to confidently manage transitional life phases	to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening	how to articulate their relationship values and to apply them in different types of relationships	to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'	to be enterprising in life and work	to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
<b>Week 2</b>	to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure	to consistently access reliable sources of information and evaluate media messages about health	to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion	to use constructive dialogue to support relationships and negotiate difficulties	the implications of the global market for their future choices in education and employment	to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
<b>Week 3</b>	to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences	how to register with and access health services in new locations	to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships	to manage the ending of relationships safely and respectfully, including online	how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities	the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours

<p><b>Week 4</b></p>	<p>to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health</p>	<p>to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'</p>	<p>to manage mature friendships, including making friends in new places</p>	<p>to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</p>	<p>how to recognise career possibilities in a global economy</p>	<p>to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate</p>
<p><b>Week 5</b></p>	<p>to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours</p>	<p>how to maintain a healthy diet, especially on a budget</p>	<p>to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</p>	<p>. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online</p>	<p>their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'</p>	<p>how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this</p>
<p><b>Week 6</b></p>	<p>to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p>	<p>how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online</p>	<p>to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</p>	<p>how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</p>	<p>the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols</p>	

<b>Week 7</b>	to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support	how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online
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➤ Year 13

Theme	Health and Wellbeing		Relationships		Living in the Wider World	
Term	1a	1b	2a	2b	3a	3b
<b>Week 1</b>	to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it	to manage alcohol use in relation to immediate and long-term health	to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age	to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships	how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)	
<b>Week 2</b>	to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely	to manage drug use in relation to immediate and long-term health	to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner	to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk	to understand and manage salary deductions including taxation, national insurance and pensions	
<b>Week 3</b>	to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements	to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking	how to effectively use different contraceptives, including how and where to access them	to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support	to evaluate savings options	

<b>Week 4</b>	to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime	the impact of alcohol and drug use on road safety, work-place safety, reputation and career	to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)	strategies to recognise, de-escalate and exit aggressive social situations	to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice
<b>Week 5</b>	to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships	the risks of being a passenger with an intoxicated driver and ways to manage this	to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly	to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon	to evaluate the potential gains and risks of different debt arrangements and repayment implications
<b>Week 6</b>	how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)	to stay safe on a night out with friends	to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online	ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination	to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers

<b>Week 7</b>	how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment	the relationship between alcohol and drug use and unsafe sex
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## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

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	