



**CHELSEA**  
HALL SCHOOL

# **RELATIONSHIPS AND SEX EDUCATION POLICY**

**Responsible Person:** Headteacher (Jessica Duemler)

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## INTRODUCTION

Chelsea Hall School is owned and operated by Cavendish Education; the Proprietary Body, also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of CHS Policies that, taken together, are designed to form a comprehensive formal Statement of CHS's aspiration to provide an outstanding education for each and every one of its pupils, and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be ready alongside all of these Policies in order to get the full picture, and should be read in conjunction with other Chelsea Hall School's policies and procedures. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that Chelsea Hall School is undertaking to ensure the implementation of its core values, our '4 Cs':

**Character**  
**Creativity**  
**Confidence**  
**Competence**

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In all CHS Policies, unless the specified context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

CHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

**Peninsula HR Online**  
**Peninsula Business Safe (Health and Safety)**  
**Atlantic Data (DBS)**  
**Educare (online CPD)**

Chelsea Hall School fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people, and expect all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education September 2022. [Keeping children safe in education 2022 - GOV.UK](#)

All staff are made aware of their duties and responsibilities under part one of this document.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

Chelsea Hall School's policy documents are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

This policy was drawn up in accordance with and using information from:

- [The Equality Act 2010 and schools: Departmental guidance](#)
- [Keeping Children Safe in Education September 2022](#)
- [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- Non-statutory [Guidance for schools about parental engagement](#)

## FOREWORD

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.”

**Relationships Education, Relationships and Sex Education (RSE) and Health Education**

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why Relationships Education has been made compulsory in all primary schools in England. It is agreed that it must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

At Chelsea Hall School, we are clear that parents are the prime educators for children on many of these matters. We complement and reinforce this role and see it as an important part of delivering a good education to build on what pupils learn at home.

In primary school, the aim is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. As soon as pupils join Chelsea Hall School, they are taught essential life and social skills, such as how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. Children and young people are increasingly experiencing challenges, and young people are at particular risk of feeling lonely. The aim is to give them the knowledge and capability to take care of themselves and receive support if problems arise.

The relationships education will support the wider work undertaken at Chelsea Hall School in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy. This will be supported by development of personal attributes including kindness, integrity, generosity, and honesty.

## AIMS

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them 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

At Chelsea Hall School, we place a specific focus on:

- teaching our pupils the necessary knowledge to enable them to make informed decisions about their wellbeing, health and relationships
- developing our pupil's ability to make sound decisions when facing risks, challenges and complex contexts
- developing our pupils' resilience, to know how and when to ask for help, and to know where to access support

## STATUTORY REQUIREMENTS

At Chelsea Hall School, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our 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 Chelsea Hall School, we teach RSE as set out in this policy.

## 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.

At Chelsea Hall School, we only provide Relationships Education, and the part of Sex Education that is covered in the science curriculum.

## **CURRICULUM**

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

We have developed the curriculum taking into account the age, developmental stage, needs and skills 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.

Primary sex education is not compulsory in primary schools, but Chelsea Hall School will draw on knowledge of the human life cycle set out in the national curriculum for science to cover:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

In accordance with RSHE statutory guidance, Chelsea Hall School places the same high expectations of the quality of pupils' learning in RSE as for other curriculum areas, and Chelsea Hall School staff ensure that the content of the Relationship Education sessions is of high quality, evidence-based, and always takes into account each pupils' developmental age and cognitive ability. The content is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching includes sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Parents have a right, and should, ask the school if they require support in talking to their children about sex education and how to link this with what is being taught in school.

## **DELIVERY OF RSE**

The Relationships Education takes place primarily in the Personal, Social and Health Education sessions. However, every opportunity is taken throughout the day to embed and reinforce the pupils' knowledge and understanding. Biological aspects of RSE are taught within the science curriculum.

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

These 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.

Staff at Chelsea Hall School are aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. This is taken into account when planning how to support our pupils in distinguishing between different types of online content and making well-founded decisions.

This includes developing pupils' understanding that:

- social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online
- some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate
- certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising)
- criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society

Relationships Education at Chelsea Hall School therefore also ensure pupils know how to keep themselves and their personal information safe.

Each pupils' developmental age and cognitive ability are taken into account when teaching respect for others, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Staff at Chelsea Hall School talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

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

## **INCLUSIVITY**

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:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting



- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

## **USE OF RESOURCES**

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

Examples of resources can be shared with parents upon request.

## **ROLES AND RESPONSIBILITIES**

### **THE GOVERNING BOARD**

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

### **THE HEADTEACHER**

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

### **STAFF**

Class teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress in the same manner as they do for other curriculum areas, with progress being recorded on pupils' PSHE IEPs
- Responding to the needs of individual pupils

Teachers 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.

Where appropriate, therapists and teaching assistants may equally need to cover some of the RSE curriculum, as and when situations arise that require it. This may take the form of planned interventions in therapy sessions, or impromptu conversations following specific events.

The overall planning of Chelsea Hall School's RSE curriculum is the responsibility of our curriculum lead, Silvia Ogando Vidal.

## **PUPILS**

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

## **PARENTS' RIGHT TO WITHDRAW**

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

## **TRAINING**

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.

## **MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by our schools' curriculum lead, Silvia Ogando Vidal, through:

- Planning scrutiny
- Lesson observations

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

## **RELATIONSHIP AND SEX EDUCATION CURRICULUM SCHEME**

## **APPENDIX 1**

The time of delivery in the academic year is adapted by each class teacher depending on their pupil's individual needs and developmental stage. Teachers may decide to cover topics earlier than planned if prompted by their pupil's behaviours or conversations. Contrarily, some topics may be addressed at a later point if it is felt pupils will be more receptive.

A reminder that pupils at Chelsea Hall School are not grouped according to their curriculum year or age, but to their needs and abilities.

[PSHE Including RSE Curriculum Scheme](#)

## WHAT PUPILS SHOULD KNOW BY THE END OF PRIMARY SCHOOL **APPENDIX 2**

As set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance.

Topics	Pupils should know
<i>Families and people who care for me</i>	<ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>● that marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<i>Caring friendships</i>	<ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>

Topics	Pupils should know
<i>Respectful relationships</i>	<ul style="list-style-type: none"> <li>● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● the conventions of courtesy and manners.</li> <li>● the importance of self-respect and how this links to their own happiness.</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 those in positions of authority.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<i>Online relationships</i>	<ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● how information and data is shared and used online.</li> </ul>

Topics	Pupils should know
<i>Being Safe</i>	<ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>● that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● where to get advice e.g. family, school and/or other sources.</li> </ul>