

Relationships & Sex Education Policy



Chelsea Community Hospital School

DATE NOVEMBER 2022

THIS IS A **RELATIONSHIPS AND SEX EDUCATION** POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, RESPECTIVE HEALTH TRUSTS, LOCAL AUTHORITY, PUPILS AND PARENTS.

School Mission Statement

The Chelsea Community Hospital School aims to ensure that children and young people have their rights to education preserved as hospital school pupils, community pupils or home tuition pupils.

We aim to provide a broad and balanced curriculum, in line with the National Curriculum, taking into consideration each student's individual needs, and through this to extend the development of the whole child, spiritually, socially and intellectually.

We firmly believe that education is a partnership between school and home, and we actively seek parental involvement in the learning process.

SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for students and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical conditions.
- Our school is based across six NHS hospital sites in central London as well as a site for community pupils, they are: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and The Bayswater Children's Centre for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary.

TOTAL NO. OF PUPILS

Variable due to hospital admissions.

DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE

November 2022

POLICY REVIEW DATE

November 2023

Purpose of the Relationships and Sex Education (RSE) Policy

This policy has been written as a statutory requirement and to:

- 4.1 Give clear guidance about the content, organisation and approach to teaching RSE
- 4.2 Give information to parents and carers about what is taught and when
- 4.3 Give parents and carers information about their involvement with RSE
- 4.4 Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- 4.5 Clarify the content and manner in which RSE is delivered

Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education statutory in all Primary schools, and Relationships and Sex Education and Health Education statutory in all Secondary schools.

Aims of Relationships and Sex Education (RSE)

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

Moral and Values framework

RSE will be delivered within the agreed aims, values and ethos of Chelsea Community Hospital School which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. It will take into account and be tailored to suit the sensitivities of the individuals we teach. This will be delivered within the school's agreed equal opportunities framework.

Relationship and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE will, as far as possible, support the importance of stable relationships, for family life and bringing up children. It is important for our curriculum to ensure care is taken regarding the sensitivity of our specific pupils who have different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

Content and Organisation of the curriculum

We are mindful that Relationships and Sex Education and Health Education are best delivered in the context of long-term trusting relationships between teaching staff and pupils.

Due to the ever-changing nature of the environment in which we work, the teaching and learning of PHSE is delivered in a number of different ways. These range from specific PHSE lessons, individual teaching sessions based on the current needs of each pupil and linking PHSE learning with what is happening in everyday life and world events as and when appropriate.

Hospital school staff are mindful to ensure a secure relationship is developed with the students before delivering PHSE lessons where the content may be sensitive or unsettling for individuals. Due to some student's only spending a short time in the hospital school, it may not always be appropriate to cover certain areas of the PHSE curriculum as this may be best delivered at their home school where they have long term relationships and staff are aware of any specific details that may need to be taken into account before delivering particular content, for example safeguarding concerns or personal information. In addition, at our Lavender Walk site, where pupils can have sexual trauma as part of their experience and diagnosis, consultation with the wider clinical team is undertaken prior to the delivery of this aspect of the curriculum.

As well as delivering specific PHSE sessions, it is vital to the role of hospital staff that aspects of the PHSE curriculum are exemplified in all of our day to day contact with the students. This is key to ensuring our children and young people feel safe, valued and respected during their time spent at CCHS.

We provide access to the full Relationships and Sex Education, and Health Education curriculums for our sole registered secondary students in dedicated PHSE and Science lessons.

EYFS and KS 1&2 Relationships Education

Our focus is on teaching the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

We focus on 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 to help prepare students for the teaching about consent which takes place at KS 3&4.

We talk about the features of healthy relationships that are likely to lead to happiness and security, and help students to recognise less positive relationships and who to talk to about any worrying experiences. Students are also informed of the "Worry Box" icon on our computers where they can share any concerns they have with a member of the Leadership Team.

The principles of positive relationships are also applied to online safety and behaviour, including content on how information and data can be shared and used by individuals and companies/websites.

Our teaching about families is sensitive and based on knowledge of students and their circumstances. We value and represent the diverse range of families - single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers and others. We are careful to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

The growing ability to form strong and positive relationships with others is built on young people feeling valued for who they are and being encouraged and helped to develop personal attributes which make life easier and more fulfilling e.g. confidence, perseverance, kindness, a sense of justice etc. We aim to achieve this in a variety of ways, including by providing planned opportunities for young people to undertake social action and active citizenship, but we are mindful that our school needs to be demonstrating these values on a daily basis if we are to expect our students to see the importance of them.

We also create opportunities to teach students about positive emotional and mental wellbeing, including how talking, regulation strategies, interests, exercise and friendships can support mental wellbeing.

In preparation for sex education in KS 3&4 students are also taught the related KS 2 Statutory Science Curriculum content:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

It should be noted that at Collingham Child & Family Centre if a primary aged student is experiencing early puberty or some aspects of sexualised behavior are a feature of their presentation we may, at the request of the multi-disciplinary team, and with parental permission, undertake some sex education. This will be an individualised programme but generally focusses on puberty changes, private body parts and behaviours associated with public and private spaces.

KS 3&4 Health Education

Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future."

KS 3&4 Relationships and Sex Education

Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the content of the Science curriculum. The statutory content is as follows:

Science Curriculum

Key Stage 3 (age 11-14 years) - Statutory Science Curriculum

Pupils should be taught about:

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Key Stage 4 (age 14-16 years) - Statutory Science Curriculum

Pupils should be taught about:

Health, disease and the development of medicines

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.

Coordination and control

- principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Evolution, inheritance and variation
- sex determination in humans

Relationships and Sex Education

- Families
- Respectful Relationships, including Friendships
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

We encourage curiosity as an important part of the learning process and young people will ask questions related to RSE both in and outside of lessons. We answer questions honestly, either in the group or individually, with factual information and in an age appropriate way. If the nature of a question gives rise to safeguarding concerns this is managed by following our safeguarding procedures.

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

In every part of the course a variety of teaching and learning styles are used including videos, information sheets, visual aids and models, games, and role-play where appropriate.

Meeting the Needs of Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In Relationships and Sex Education, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers who can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information). [Confidentiality Statement](#)

Young people are encouraged to talk to their parents/carers and people in their care teams about any concerns that may arise in relation to the RSE curriculum and are provided with support to do so.

We ensure that pupils are clear that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Chelsea Community Hospital school has a highly skilled and supportive staff group in place and young people have access to individual mentors for support

Training staff to deliver RSE

It is important that staff delivering RSE work within the framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Engaging Parents/Carers and the Right to Withdraw from Sex Education

This policy is available on the website for parents and carers to read, and staff are available to discuss any questions or concerns.

Parents have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

If a parent/carer wishes to withdraw their child from Sex Education, we ask that they complete a request for withdrawal form (found in Appendix 1 of this policy). The head teacher will discuss the request with parents/carers and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from sex education.

There is no right to withdraw from Relationships Education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupil progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policies
- Online Safety Policy
- Equalities Policy

Appendix 1

Parent request to withdraw a young person 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	<u><i>Include notes from discussions with parents and agreed actions taken.</i></u> <u><i>For example, Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i></u>