



2<sup>nd</sup> November 2022

Dear Parents/Carers

I am writing to you to consult with you about the Relationships and Sex Education provision at St Clement's High School. Relationships and Sex Education, as well as Health Education are compulsory for all secondary pupils. The Department for Education guidance can be found at the following address:

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

St Clement's High School has an embedded programme of Relationships and Sex Education throughout Key Stage Three and Key Stage Four, but as part of the process, we would like to consult with parents. Attached is a copy of the updated Sex and Relationships policy.

Once you have read the policy and the information below, please complete the survey by following this link: <https://forms.gle/gajUGFTXbpSnyPG89>

## **Relationships and Sex Education, and Health Education, at St Clement's – Subject Overview**

At St Clement's High School, Relationships and Sex Education is taught in a number of areas:

1. Through a rotation based PSHE lesson programme in KS3.
2. Through PSHE sessions taught in KS4 science lessons.
3. Through form time discussion based PSHE sessions
4. Through the work of the Norfolk Police and their 'Safer Schools' initiative (which discusses internet safety, healthy relationships, Child Sexual Exploitation (CSE) and 'Murdered by my boyfriend') which furthers their understanding of healthy and unhealthy relationships.
5. Through Super Learning Days (days off-timetable where pupils are given opportunities to focus on topics like Mental Health or first aid).
6. In other Curriculum Areas such as Science, Citizenship, ICT, PE and Food Technology.

An overview of the wider PSHE curriculum is attached to show how each topic area will be delivered. The Government guidance advises that the following areas should be covered in Relationships and Sex Education and Health Education:

<b>Topic Area</b>	<b>Where this is covered in KS3</b>	<b>Where this is covered in KS4</b>
Families	PSHE Lessons – Year 7 and 8 Form Time – Year 7	Form Time – Year 11
Respectful Relationships	PSHE Lessons – Year 7 and 8 Form Time – Year 7	Form Time – Year 10 and 11
Online Media	PSHE Lessons – Year 9 Form Time – Year 9 ICT Lessons	Form Time – Year 10 and 11
Being Safe	PSHE Lessons – Year 9 Form Time – Year 7, 8 and 9	Form Time – Year 10 and 11 Science Lessons – Year 10
Intimate and Sexual Relationships, including Sexual Health	PSHE Lessons – Year 9 Science Lessons – Year 7	Science Lessons – Year 11
Mental Wellbeing	PSHE Lessons – Year 8	Form Time – Year 10 and 11 Super Learning Days
Drugs, Alcohol and Tobacco	Form Time – Year 8 Science Lessons – Year 8 and 9	Form Time – Year 10 and 11 Science Lessons – Year 10
Internet Safety and Harms	Form Time – Year 9 ICT Lessons	Form Time – Year 10 and 11
Physical Health and Fitness	PSHE Lessons – Year 9 PE Lessons Science Lessons	Form Time – Year 10 PE Lessons Science Lessons – Year 10
Healthy Eating	PSHE Lessons – Year 9 Food Technology Lessons Form Time – Year 7	Science Lessons – Year 10
Health and Prevention	PSHE Lessons – Year 9	Science Lessons – Year 10 and 11
Basic First Aid	Form Time – Year 9 Super Learning Days	Duke of Edinburgh Award (for students who opt to complete)
Changing Adolescent Body	PSHE Lessons – Year 7 Science Lessons	

Lessons are complemented by the Explore PSHE KS3 and KS4 schemes of learning and textbooks, and the resources from the PSHE Association. If you would like to see a copy of any of these textbooks, or the resources used in lessons, please contact us. An overview of the wider PSHE curriculum is attached to show how each topic area will be delivered.

## **Key Questions**

The Government have provided the following advice for some of the key questions parents have:

Q: Will my child's school have to engage with me before teaching these subjects?

*A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents' views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content. A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they engage parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.*

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

*A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching. In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.*

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

*A: Parents will continue to 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, should 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. There is no right to withdraw from Relationships Education as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.*

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

Q: Will my child be taught about LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

If you have any further comments or questions regarding the government guidance or how St Clement's High School implements it, we would welcome your feedback.

Yours Sincerely,



Mr M Reynolds

PSHE Coordinator

[m.reynolds@stclementshigh.org.uk](mailto:m.reynolds@stclementshigh.org.uk)

		Year 7		Year 8		Year 9		Year 10		Year 11	
		Form Time	PSHE Lessons	Form Time	PSHE Lessons	Form Time	PSHE Lessons	Form Time	PSHE Lessons	Form Time	PSHE Lessons
Autumn Term	1	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Self-Concept</li> <li>- Identity</li> <li>- Self Confidence</li> <li>- Resilience</li> <li>- Healthy lifestyle</li> <li>- Hygiene</li> <li>- Healthy Eating</li> <li>- Importance of physical health</li> <li>- Importance of sleep</li> <li>- Balanced diet</li> </ul>	<b>Growing Up</b> <ul style="list-style-type: none"> <li>- What happens at puberty</li> <li>- Menstrual Wellbeing</li> <li>- Personal Hygiene</li> <li>- Why am I feeling this?</li> <li>- Why are friends important?</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Alcohol</li> <li>- Tobacco</li> <li>- Drugs</li> <li>- Positives and negatives of drugs in society</li> <li>- Laws surrounding using and supplying substances</li> <li>- County Lines</li> </ul>	<b>Identity</b> <ul style="list-style-type: none"> <li>- Who am I?</li> <li>- What does family mean?</li> <li>- How can I contribute to family life?</li> <li>- Gender Identity</li> <li>- Stereotypes</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Risk</li> <li>- Managing risky situations</li> <li>- Bullying</li> <li>- Gambling</li> <li>- Gangs and Knife Crime</li> <li>- Female Genital Mutilation</li> </ul>	<b>Sex, sexuality and sexual health</b> <ul style="list-style-type: none"> <li>- Choices around sex</li> <li>- Pornography and sexting</li> <li>- Sex and the law</li> <li>- Conception, pregnancy and birth</li> <li>- What is contraception?</li> <li>- What are STIs?</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Body Image and Media</li> <li>- Eating disorders</li> <li>- Self-confidence and mental health</li> <li>- Online/offline balance</li> <li>- Effect of advertising on health</li> </ul>	<b>Alcohol, Tobacco and Other Drugs</b> <ul style="list-style-type: none"> <li>- Drugs</li> <li>- Alcohol</li> <li>- Addiction and Dependency</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Mental Health and Wellbeing</li> <li>- Managing and improving mental health</li> <li>- Self Esteem</li> <li>- Stress</li> <li>- Importance of a healthy lifestyle</li> <li>- Sleep</li> </ul>	<b>Sex, Sexuality and Sexual Health</b> <ul style="list-style-type: none"> <li>- Consent</li> <li>- Sexual Relationships</li> <li>- Sexual Health, including contraception</li> <li>- Pregnancy Choices</li> <li>- Pornography</li> </ul>
	2	<ul style="list-style-type: none"> <li>- Healthy Eating</li> <li>- Importance of physical health</li> <li>- Importance of sleep</li> <li>- Balanced diet</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>- Different types of relationships</li> <li>- Healthy relationships</li> <li>- Communication skills</li> <li>- Importance of Commitment</li> <li>- Abuse in Relationships</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Dependence and addiction</li> <li>- Safe use of over the counter drugs.</li> <li>- Risks and consequences of substance misuse on health.</li> </ul>	<b>Emotional Wellbeing and Mental Health</b> <ul style="list-style-type: none"> <li>- What are emotional wellbeing and mental health?</li> <li>- What is resilience?</li> <li>- Feelings and how to manage them.</li> <li>- Impacts on emotional wellbeing and coping with loss.</li> <li>- Recognising the signs of poor mental health and looking after emotional wellbeing.</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- First Aid and CPR</li> <li>- Responsibility for own health</li> <li>- Vaccines and importance of vaccines</li> <li>- Access to health services</li> <li>- Organ and Blood Donation</li> <li>- Sexual Harassment</li> </ul>	<b>Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>- Balanced diet</li> <li>- Exercise.</li> <li>- Things that support our health</li> <li>- When health goes wrong.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Gender Identity and transgender</li> <li>- Individual, family and community values</li> <li>- Diversity in sexual attraction and sexuality</li> <li>- Grooming and sexual harassment</li> </ul>	<b>Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>- Influences on Health</li> <li>- Planning healthy meals and being active</li> <li>- Being health aware</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- NHS</li> <li>- Blood and organ donation</li> <li>- Monitoring health</li> <li>- Risks of cosmetic procedures.</li> <li>- Risk</li> <li>- Gambling</li> <li>- Online Rights and Responsibilities</li> </ul>	
Spring Term	3	<b>Relationships</b> <ul style="list-style-type: none"> <li>- Communities</li> <li>- Diversity and difference</li> <li>- Successful communities</li> <li>- Problems in communities</li> <li>- Hate Crime and radicalisation</li> <li>- Contributing to community</li> <li>- Prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy relationships</li> <li>- Communication skills</li> <li>- Importance of Commitment</li> <li>- Abuse in Relationships</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Routes into work and training</li> <li>- Types of work</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Financial decisions</li> <li>- Social and moral dilemmas about the use of money</li> <li>- Financial exploitation</li> <li>- Options for the end of KS3</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Financial decisions</li> <li>- Social and moral dilemmas about the use of money</li> <li>- Financial exploitation</li> <li>- Options for the end of KS3</li> </ul>	<b>Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>- Balanced diet</li> <li>- Exercise.</li> <li>- Things that support our health</li> <li>- When health goes wrong.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Gender Identity and transgender</li> <li>- Individual, family and community values</li> <li>- Diversity in sexual attraction and sexuality</li> <li>- Grooming and sexual harassment</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Budgeting</li> <li>- Credit and Debt</li> <li>- Money Stresses and Pressure</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- NHS</li> <li>- Blood and organ donation</li> <li>- Monitoring health</li> <li>- Risks of cosmetic procedures.</li> <li>- Risk</li> <li>- Gambling</li> <li>- Online Rights and Responsibilities</li> </ul>	
	4	<ul style="list-style-type: none"> <li>- Hate Crime and radicalisation</li> <li>- Contributing to community</li> <li>- Prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy relationships</li> <li>- Communication skills</li> <li>- Importance of Commitment</li> <li>- Abuse in Relationships</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Routes into work and training</li> <li>- Types of work</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Financial decisions</li> <li>- Social and moral dilemmas about the use of money</li> <li>- Financial exploitation</li> <li>- Options for the end of KS3</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Financial decisions</li> <li>- Social and moral dilemmas about the use of money</li> <li>- Financial exploitation</li> <li>- Options for the end of KS3</li> </ul>	<b>Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>- Balanced diet</li> <li>- Exercise.</li> <li>- Things that support our health</li> <li>- When health goes wrong.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Gender Identity and transgender</li> <li>- Individual, family and community values</li> <li>- Diversity in sexual attraction and sexuality</li> <li>- Grooming and sexual harassment</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Budgeting</li> <li>- Credit and Debt</li> <li>- Money Stresses and Pressure</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- NHS</li> <li>- Blood and organ donation</li> <li>- Monitoring health</li> <li>- Risks of cosmetic procedures.</li> <li>- Risk</li> <li>- Gambling</li> <li>- Online Rights and Responsibilities</li> </ul>	
Summer Term	5	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Strengths, interests, skills and qualities</li> <li>- Targets and goals</li> <li>- Skills and attributes</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy relationships</li> <li>- Communication skills</li> <li>- Importance of Commitment</li> <li>- Abuse in Relationships</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Routes into work and training</li> <li>- Types of work</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Financial decisions</li> <li>- Social and moral dilemmas about the use of money</li> <li>- Financial exploitation</li> <li>- Options for the end of KS3</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Financial decisions</li> <li>- Social and moral dilemmas about the use of money</li> <li>- Financial exploitation</li> <li>- Options for the end of KS3</li> </ul>	<b>Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>- Balanced diet</li> <li>- Exercise.</li> <li>- Things that support our health</li> <li>- When health goes wrong.</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Budgeting</li> <li>- Credit and Debt</li> <li>- Money Stresses and Pressure</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Budgeting</li> <li>- Credit and Debt</li> <li>- Money Stresses and Pressure</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>- Positive relationships</li> <li>- Parenting and Family Life</li> <li>- Stalking and harassment (online and offline)</li> <li>- Manipulation and coercive control</li> <li>- Domestic abuse</li> </ul>	
	6	<ul style="list-style-type: none"> <li>- Targets and goals</li> <li>- Skills and attributes</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy relationships</li> <li>- Communication skills</li> <li>- Importance of Commitment</li> <li>- Abuse in Relationships</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Routes into work and training</li> <li>- Types of work</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Financial decisions</li> <li>- Social and moral dilemmas about the use of money</li> <li>- Financial exploitation</li> <li>- Options for the end of KS3</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Financial decisions</li> <li>- Social and moral dilemmas about the use of money</li> <li>- Financial exploitation</li> <li>- Options for the end of KS3</li> </ul>	<b>Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>- Balanced diet</li> <li>- Exercise.</li> <li>- Things that support our health</li> <li>- When health goes wrong.</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Budgeting</li> <li>- Credit and Debt</li> <li>- Money Stresses and Pressure</li> </ul>	<b>Wider World (Careers)</b> <ul style="list-style-type: none"> <li>- Budgeting</li> <li>- Credit and Debt</li> <li>- Money Stresses and Pressure</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>- Positive relationships</li> <li>- Parenting and Family Life</li> <li>- Stalking and harassment (online and offline)</li> <li>- Manipulation and coercive control</li> <li>- Domestic abuse</li> </ul>	



# ST CLEMENT'S HIGH SCHOOL

## Relationships and Sex Education policy

**Approved by:** Governors

**Date:** September 2021

**Last reviewed on:** October 2022

**Next review due by:** September 2023

## **Introduction**

This policy covers St Clement's High School's whole school approach to Relationships and Sex Education (RSE).

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

At St Clement's High School we believe that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. This also supports our PRIDE ethos, with students learning to be respectful of others.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

## **Definition of relationships and sex education**

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing

unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

## **Subject Content**

The curriculum programme is developed by Matthew Reynolds, PSHE Coordinator in conjunction with Chris Wood, Designated Safeguarding Lead, the views of teachers, pupils, parents and the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2021.

St Clement's we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

During Years 7 and 8, students start to look at the features of different relationships, including families and romantic relationships and what makes them healthy and unhealthy. Students will learn about diversity in sexuality, sexual orientation and gender identity. They also explore body changes including puberty to prepare them for later study, and learn how to stay healthy including physical health online behaviours and mental health.

During Year 9, students learn about the choices around sex including the law; contraception; conception, pregnancy and birth; and sexually transmitted infections. Students will also look at the dangers of sexting and pornography, and at Female Genital Mutilation (FGM).

During Years 10 and 11, students learn about diversity in sexual attraction and sexuality; sexual health services, including family planning and sexually transmitted diseases; and grooming and sexual harassment. Students also learn how good relationships can promote mental wellbeing, how to manage their feelings positively, and how to manage changing relationships, including manipulation, coercive control and domestic abuse.

## **Organisation**

During KS3 (Years 7-9), sex and relationships content is delivered through PSHE lessons on a rotation basis throughout each year. During KS4 (Years 10-11), sex and relationships content is delivered through science lessons. In addition, this content is complemented by form time sessions, school assemblies and collapsed timetable "Super Learning Days". A curriculum plan for PSHE, which encompasses RSE, can be found on the school website.

Sex and relationships education is delivered by experienced teachers in mixed gender groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of sex and relationships education. St Clement's is currently part of the Norfolk Constabulary Safer Schools Team. As part of this provision key messages are delivered to Years 7 to 10 throughout the year, including hate crime, child sexual exploitation, online relationships, peer on peer abuse, healthy relationships, knife crime and county lines.

St Clement's High School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of their particular expertise or contribution they are able to make
- All visitors are familiar with, and understand the school's Sex and Relationships Education policy and work within it
- All inputs to PSHE lessons are part of a planned programme, negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times



- The input of visitors is monitored and evaluated by staff and students which informs future planning

Evaluation of the sex and relationships education programme outside the Science curriculum is conducted using a variety of informal activities built into the programme. Teachers are required to make their own personal evaluations of their lessons and these are used by the co-ordinator to inform future planning.

St Clement's High School believes in the importance of training for staff delivering sex and relationships education. Staff are encouraged to access appropriate training and support to help them deliver content effectively.

## **Specific Issues Regarding Sex and Relationships Education**

### **a) Withdrawal**

Parents/carers have the right to withdraw their child from parts of the sex education elements but not from the relationship lessons up until three terms before a child's 16<sup>th</sup> birthday. The child will then be able to make the decision for themselves. Those parents/carers wishing to exercise this right are invited in to see the Head teacher, who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a student has been withdrawn they cannot take full part in the sex and relationships education programme until the request for withdrawal has been removed or if, three terms before their 16<sup>th</sup> birthday, the child decides to participate.

The lessons that are classes as sex education are outlined in the PSHE scheme of lessons.

Materials are available to parents/carers who wish to supplement the school sex and relationships education programme or who wish to deliver sex and relationships education to their children at home.

### **b) Confidentiality and Safeguarding**

As a general rule, student confidentiality is maintained by the teacher or member of staff concerned. However, effective Sex and Relationships education may bring about disclosures of child protection issues. Staff will follow the safeguarding policy and if they believe the student is at risk or in danger, they will report to the Designated Safeguarding Officer.

### **c) Dealing with Questions**

Both formal and informal sex and relationships related issues arising from students' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually, later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated senior professional if they are concerned.

## **Dissemination**

All members of staff and governors receive a copy of this policy. Training on the policy content is delivered to staff from time to time, as appropriate. Parents are sent a copy of the policy as part of the RSE parental consultation. Copies of this policy are available on the website.