



Chigwell School

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Staff champion	DAPK
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Relationships Education and Relationships & Sex Education Policy

This policy is applicable to all Pre Prep, Prep and Senior School pupils including those in the EYFS and has due regard for the Department for Education statutory guidance.

Introduction

Relationships education (RE) for primary education in the Pre Prep and Prep School and Relationships and Sex Education (RSE) for secondary education in the Senior School is lifelong learning about physical, moral and emotional development. It covers the understanding of the importance of marriage and lasting partnerships for family life, stable and loving relationships, respect, love and care. In the Senior School it also includes the teaching of sex, sexuality and sexual health. Please see the [DfE statutory guidance](#). This policy also relates to the Equality Act 2010 and Keeping Children Safe in Education.

The details which follow aim to clarify the values, approaches and learning outcomes that underpin the approach to RE and RSE at Chigwell School where we recognise that appropriate RE and RSE is a vital part of safeguarding pupils and promoting their emotional wellbeing. High quality RE and RSE contributes to a better understanding of diversity and inclusion, and a reduction in gender-based and homophobic prejudice, as well as a better understanding of consent and exploitative relationships. Evidence suggests that RSE leads to a reduction in the level of early sexual activity, teenage conceptions, STIs, sexual exploitation and abuse, domestic violence and bullying.

As a School we are aware that we need to be mindful of and respectful to a wide variety of faiths and cultural beliefs and we will make every attempt to be appropriately sensitive; equally it is essential that pupils still have access to the learning that they need to stay safe and healthy, and understand their rights as individuals

We acknowledge that all pupils deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them. Through Relationships and Sex Education at Chigwell, we aim to promote healthy relationships and to allow pupils space to explore their own thoughts, feelings and experiences, and to develop empathy towards and understanding of others.

Aims of the RE and RSE Curriculum

Through the RE and RSE curriculum at Chigwell we aim to:

- Promote meaningful, loving and healthy relationships and convey an understanding of the importance of respect and trust
- Provide pupils with accurate and up-to-date information about RE and RSE topics

- Create a culture in which pupils can ask questions without embarrassment, communicating within discussion and reflecting on their feelings about RE and RSE topics
- Develop positive attitudes, strong moral values, self-respect and self-esteem
- Develop pupils' knowledge and understanding about puberty, reproduction and sexuality
- Ensure pupils understand the law on sexual behaviour, consent and abuse
- Encourage an understanding of the perspectives of different genders and sexualities
- Challenge discrimination based on sexual orientation and gender, and equip pupils to address sexist or homophobic bullying
- Give a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Develop a sense of responsibility and an awareness of the consequences of actions in relation to sexual activity
- Provide pupils with information about different types of contraception, safe sex and how to access further advice and treatment
- Correct misunderstandings and counteract myths drawn from the media and their peers
- Link RE and RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- Develop an awareness of the dangers of sexual exploitation through the internet
- Encourage pupils to seek information and advice when they need help

We aim to ensure that the delivery of RE and RSE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion but will stay focused on the social, moral, spiritual, health and education aspects of the topics. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law does and does not permit, as well as the wider legal implications of their decisions.

RSE plays an important part in the emotional, cultural and social development of pupils and helps them to learn about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. A balanced approach is taken to both share information and explore issues and values together. RSE does not promote sexual activity.

Roles and Responsibilities

The Head of Pre Prep and Prep School is responsible for ensuring that RE is appropriate in content and delivery, that it is taught consistently across the Pre Prep and Prep School, particularly in timetabled PSHE lessons, and for managing requests to withdraw pupils from non-statutory components of RE. In the Senior School, RSE is covered through the timetabled PSHE curriculum and tutor programmes but also will be addressed in other areas of the curriculum including RS and science. Requests for withdrawals should be made to the Deputy Head.

Certain aspects of the programme may be taught and enhanced by external professionals and some aspects of sex education will be delivered by the school nurse or other health care practitioners.

Pupils are expected to engage fully in RE and RSE and, when discussing issues related to RE and RSE, treat others with respect and sensitivity. These expectations are in line with the School's values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

Curriculum

RE and RSE is taught across the curriculum but specifically within the School's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RE and RSE are taught within the science curriculum. The RE and RSE programme takes into account the different ages and maturity of

our pupils and is progressive. In Reception, the School follows the learning requirements of the Early Years Foundation Stage Curriculum.

By the end of the Prep School, pupils will have been taught content on:

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

By the end of the Senior School, pupils will have been taught content on:

- Families
- Developing healthy and respectful relationships, including friendships and the importance of consent, and how to report and reject unhealthy ones
- Online media and issues associate with being online, including how to stay safe
- Being safe
- The benefits and risks of intimate and sexual relationships, including sexual health; making responsible choices and the law, particularly as it relates to young people

Resources are chosen and checked to ensure that they are:

- Inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased
- Appropriate to the age of the pupils

Safe and Effective Practice

We recognise that some parents may be uncomfortable at the prospect of their children receiving sex education in school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in school have access to the internet through mobile technology, we believe it is better that children receive age-appropriate answers from us than it being left to their peers or the internet. The School deals with sexually explicit questions in the following ways:

- Allowing individual staff to use their professional judgement to answer questions in front of the whole class or individually, taking into account the School's Child Protection and Safeguarding Policy
- Encouraging pupils to ask their parents any questions outside planned teaching
- Setting clear ground rules regarding personal questions, which are agreed by staff beforehand
- Providing pupils with a designated adult to go to if they wish to talk

Different Groups

The School recognises that it has a responsibility under the Equality Act to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. RE and RSE is intended to be inclusive and to meet the needs of all pupils. The School ensures that all teaching is sensitive and age-appropriate in approach and content, and will strive to deliver RE and RSE in a way that is culturally sensitive. In turn, through RE and RSE pupils should appreciate the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Sexuality

Some pupils may define themselves as LGBTQ+ or may have LGBTQ+ family members or friends. The School's approach to RSE will include sensitive, honest and balanced consideration of sexuality. Pupils will be encouraged to be understanding of others' sexual identity. Pastoral, medical and counselling support will always take account of the needs of pupils who identify as LGBTQ+. The School will actively tackle homophobic bullying.

Special Educational Needs and Disability (SEND)

Some pupils may have learning, emotional or behavioural difficulties or physical disabilities which result in particular RE and RSE needs. Delivery of RE and RSE will be differentiated where necessary to address their needs to enable them to access the content of RE and RSE and ensure inclusivity.

Partnership with Parents

The School recognises that, in most cases parents are key in teaching their children about sex and relationships, maintaining the culture and ethos of their family, helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. It is hoped that the School's RE and RSE programme will complement and support the role of parents and if any family would like further detail about any aspect of the RE and RSE curriculum, they should write to the Head of Pre Prep and Prep School or Deputy Head, as appropriate.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RE and RSE by writing to the Head of Pre Prep and Prep School or Deputy Head as appropriate. Any request will be discussed with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once discussions have taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.

The School will automatically grant a request to withdraw a pupil from sex education delivered in the Prep School, other than as part of the science curriculum. Parents were consulted over the development of this policy and are made aware of topics in advance of teaching on a termly basis.

Monitoring, Reporting and Evaluation

The delivery of the RE and RSE curriculum is monitored and evaluated on an annual basis by the Head of Pre Prep and Prep School and the Deputy Head, through learning walks, lesson observations and pupil voice. As with other academic subjects, pupil understanding of topics covered is assessed to inform further teaching.

**For and on behalf of the Governors
D.A.P. King**