



# CHATHAM & CLARENDON GRAMMAR SCHOOL

## Relationships, Sex and Health Education Policy

**Agreed by Governors: May 2025**

### **1. Status**

Statutory. The law now requires that all pupils in secondary education be taught RSHE from September 2020. Recent statutory guidance sets out the required RSHE content while giving schools the freedom to deliver that content within a broad and balanced curriculum.

Our overarching aim in RSHE is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our teaching of RSHE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We aim to teach what is acceptable and unacceptable behaviour in relationships, to help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how situations can be managed.

Effective RSHE does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It should enable young people to mature, build their confidence and self-esteem and support them to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. We aim to impart knowledge about safer sex and sexual health to ensure that our students are equipped to make safe, informed and healthy choices as they progress through adult life.

This will be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe environment.

This is not a task for the school in isolation, and we seek to work with parents/carers to ensure that the teaching relationships and sex education reflects their expectations and complements teaching at home. The curriculum content for PHSE will be available on the school website.

### **2. Who was consulted?**

We view the partnership of home and school as vital for providing the context for any RSHE programme and this policy was developed in consultation with the school community.

### 3. Relationship to other Policies

Relationships and Sex education forms an integral part of the curriculum policy, and the schemes of work for science and personal, social, and health education (PSHE), and relates to child protection. The policy also has links with the following policies:

- Safeguarding (Child Protection) Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

### 4. Roles and responsibilities

4.1 The Governing Body will:

- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents/carers
- ensure that relationships and sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of marriage or other committed stable relationships.

4.2 The Headteacher will ensure that:

- the governing body is advised about the nature and organisation of relationships and sex education and how it reflects the aims and values of the school
- relationships and sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of marriage or other committed stable relationships, with a focus on healthy relationships.
- students are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- links are established and maintained with other agencies to ensure that appropriate support and guidance is accessible to, staff and parents/carers.

4.3 Staff who teach relationships and sex education are expected to:

- provide sex education in accordance with this policy and in a way which encourages students to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Headteacher any materials which they consider to be inappropriate
- respond appropriately to those students whose parents/carers wish them to be withdrawn from sex education.

### 5. Visiting Speakers

Visiting speakers are usually School Nurses or appropriately trained Health Professionals.

Where visiting speakers are invited to support delivery of certain aspects of the RSHE curriculum, they will be subject to the School's usual procedures for vetting visiting speakers. In addition, the member of staff responsible for the talk will brief them in advance regarding the School's safeguarding procedures and their RSHE sessions will be attended by a member

of school staff.

## **6. Confidentiality**

As part of the school's policy on confidentiality, ground rules will be established to ensure a safe environment for teaching about sensitive issues. This reduces anxiety to students and staff and minimises unconsidered, unintended personal disclosures.

Effective delivery of RSHE necessarily allows students an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue.

All Staff are trained in child protection and, if they receive a disclosure or have any concerns about a student in their class, should follow the School's normal safeguarding procedures as set out in the Safeguarding (Child Protection) Policy.

## **7. Contraception**

Trained teachers, staff and appropriately trained visitors such as school nurses can give students full information about different types of contraception, including emergency contraception, and their effectiveness. Trained teachers, staff and school nurses can give students, individually and as a class information and guidance on where to obtain confidential advice, counselling and treatment.

## **8. Sexual Identity and Sexual Orientation**

Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

## **9. Aims and Objectives Relationships and Sex Education**

Aims:

That young people should be supported through their physical, moral and emotional development in the following three areas:

- Knowledge and understanding by:
  - Learning about and understanding physical development at appropriate stages
  - Learning and understanding about what constitutes a healthy lifestyle
  - Understanding human sexuality, reproduction, and sexual health advice.
  - Learning the reasons for delaying sexual activity, the benefits to be gained from such delay, avoidance of unplanned pregnancy.
- Personal and Social Skills by:
  - Learning to manage emotions and relationships confidently and sensitively.
  - Developing self-respect and empathy for others.
  - Learning to make choices based on an understanding of difference and with absence of prejudice.
  - Developing an appreciation of the consequences of choices made.
  - Managing conflict.
  - Learning to avoid exploitation and abuse.

▪ Attitudes and Values by:

- Learning the importance of values and moral considerations.
- Learning the value of family life, marriage or other committed relationships and stable loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.

## 10 Equality

RSHE needs to be inclusive and appropriate to the range of cultures represented by the community within Chatham & Clarendon Grammar School.

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSHE and other subjects. We will also be alert to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and dealt with.

Students with special educational needs and disabilities (SEND): RSHE must be accessible for all students and high-quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will refer to the SEND code of practice, where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSHE curriculum.

Lesbian, Gay, Bisexual and Transgender (LGBTQ+): In teaching RSHE, we will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect. All teaching will be sensitive and age appropriate, in both approach and content.

## 10. Safeguarding and Responding to Student Needs

RSHE at Chatham and Clarendon Grammar School will adapt and be immediately responsive to both contextualised local issues and any national issues that present concerns. RSHE education will be informed by local public health data and responsive to guidance issued by government agencies.

Raising awareness of financially motivated sexual extortion is a fundamental part of the curriculum offer following the National Crime Agency alert sent to all educational settings in May 2024. Chatham and Clarendon Grammar School will work with the child centred policing teams in Kent and incorporate NCA guidance directly into its curriculum for all students from Year 8 to Year 13 specifically with reference to ensuring our students are able to:

- (i) recognise what financially motivated sexual extortion is
- (ii) distinguish between healthy and unhealthy behaviours within relationships
- (iii) seek help from trusted adults including reporting routes both within our setting and outside our setting if they find themselves being placed under pressure to share images.

## **11. The Curriculum**

Statutory RSHE (Relationship, Sex and Health Education) is delivered during the school's timetabled PSHE (Personal Health and Social Education) lessons at Key Stage 3 and then via a tutor programme at Key Stage 4 and Key Stage 5. The delivery of these sessions is supported by some outside agencies and speakers and the use of off timetable drop down or focus days. The school seeks to deliver this education in accordance with some of the following key principles which we consider to be crucially important. The sessions aim to encourage open, inclusive and non-judgemental dialogue. We aim to ensure that all our teaching and learning in this area is underpinned by the key requirements set out by the Equality Act 2010 and with respect to the protected characteristics. We respect the right of parents to withdraw their children from these sessions up to three terms before their 16th birthday and inform parents in advance of the RSHE learning that takes place in school.

RSHE education within school places a large emphasis on the law and on the individual's legal obligations, on mutual respect and on consent. Students in all years from Year 8 to 13 are taught about the risks of financially motivated sexual extortion with the involvement of appropriate outside agencies such as Kent's child centred policing teams and the education resources made available to schools from the National Crime Agency's Child Exploitation and Online Protection Command Education Programme.

### **Year 7 and Year 8**

Relationship education in Year 7 and 8 places its emphasis on healthy friendships, understanding and recognising bullying and recognising and valuing different types of families and family structures. Year 8 are also taught how to recognise financially motivated sexual extortion, what reporting structures they should follow both within our setting and outside our setting if they are encounter this and how to distinguish between healthy and unhealthy behaviours within relationships.

Students in Year 7 and year 8 are taught about puberty and menstrual wellbeing and the changes that they can expect to go through as they progress through adolescence. The lessons and material for these sessions are mainly sourced from a textbook titled, 'Explore PSHE KS3 Student Book' Edited by Catherine Kirk, Pauline Stirling, Stephen De Silva, Lesly de Meza and published by Hodder Education.

Supplementary material may be drawn from the educational charities Brook and the Sex Education Forum both of which are charities that advise schools and provide resources to support them in their delivery of Relationship, Sex and Health Education.

### **Year 9**

At the end of Year 9 students complete an RSHE scheme of learning following a framework published by the Medway Public Health Directorate. Students complete 5 lessons on the following topics:

- Respectful Relationship Behaviours
- Freedom and Capacity to Consent (including information on FGM)
- Sexual Health
- Contraception
- Managing the end of relationships

These lessons use some materials and resources published by the Medway Public Health Directorate with additional information being provided by the 'Sex, sexuality and sexual health' chapter of the Explore PSHE KS3 Student Book published by Hodder Education. The Year 9 course of study is also supplemented and resourced with Brook RSHE information and factsheets. Brook is a well-known, reputable charity which supports young people with their sexual health and well-being.

## **Year 10**

In Year 10 students are given practical demonstrations on the use of condoms and provided with additional education and information on contraception, STIs and Sexual Health. These sessions are informed by local health data published by the UK Health Security Agency. Students in Year 10 also discuss gender and identity issues which are resourced by the 'Explore PSHE KS4 student book', edited by Catherine Kirk, Philip Ashton, Stephen De Silva and Lesley de Meza and published by Hodder Education.

## **Year 11 to 13**

In Year 11 to 13 students again cover issues relating to risks that they may encounter online including an awareness that any material provided to another has the potential to be shared online and the difficulty of removing compromising material placed online. These tutor sessions also include managing digital relationships, the impact of viewing harmful content and issues that students need to be aware of regarding pornography with specific reference to the fact that it represents a distorted picture of sexual behaviour and does not represent healthy, consensual relationships. They are also given advice and guidance on how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships and the importance of these being underpinned by key principles such as respect, consent, loyalty, trust, shared interests and friendship. Students also reinforce their learning on key issues such as consent, contraception, STIs, the dangers posed by misinformation on social media and the location of their nearest Sexual Health Clinic.

Students in Key Stage 4 and Key Stage 5 also complete PSHE sessions on FGM, honour-based violence and forced marriage. These sessions are again resourced mainly through the 'Sex, sexuality and sexual health' chapter in the Explore PSHE Student Book published by Hodder Education with additional material provided by Brook.

## **12. Assessment of PHSE**

RSHE is embedded in PHSE within the school. There are two broad areas for assessment:

- Students' knowledge and understanding
- How well students can apply their knowledge and understanding in developing skills and attitudes, for example through participating in discussions and group activities, making decisions and developing positive relationships.

### **13. Monitoring and Evaluation**

Arrangements for monitoring and evaluation:

The Headteacher will report to Governors on the implementation of the scheme of work once each year, together with a record of any parental and student complaints, the number of students withdrawn from lessons.

If the school has a student who has become pregnant the Headteacher will report on the effectiveness of links made with, and support provided by, relevant agencies and children's centres.

### **14. Parental Right to Withdraw Children from Sex Education**

Parents have the right to withdraw their child from sex education at CCGS up to three terms before their child turns 16 in line with government guidance.

From that point onwards, if a student wishes to receive sex education, the School will arrange for this to happen before they turn 16. If they have already missed their timetabled sex education, this will usually take the form of a discussion with an appropriately trained member of staff. When students are withdrawn from sex education, alternative arrangements will be made for these students, which will usually involve private study in a suitable room.

The right to withdraw from lessons relates only to sex education in RSHE, and not to the teaching of the biological aspects of human growth and reproduction included within the School's science curriculum. If parents have any queries or wish to withdraw their child from the sex education element of RSHE, they should contact the school's PSHE coordinator there is no right to withdraw from the 'relationships' aspect of RSHE.

### **15. Programme of Study**

#### **15.1 Families**

Students should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- why marriage is an important relationship choice for many couples and why it must be freely entered into
- the characteristics and legal status of other types of long-term relationships
- the roles and responsibilities of parents with respect to the raising of children
- how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others if needed.



## **15.2 Respectful relationships including friendships**

Students should know:

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships
- 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)
- 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 tolerance and respect to others and others' beliefs, including people in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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.

## **15.3 Online and Media**

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline
- 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
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material often 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
- that sharing and viewing indecent images of children (including those created by children) is against the law
- how information and data is generated, collected, shared and used online.

## **15.4 Being safe**

Students should know:



- concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn. (online and offline).

### **15.5 Intimate and sexual relationships, including sexual health**

Students should know:

- 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
- 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
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex the facts about the full range of contraceptive choices and options available
- the facts around pregnancy including miscarriage
- 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).
- 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
- the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **15.6 Mental Wellbeing**

Students should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health (eg anxiety & depression)
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

## **15.7 Internet Safety and harms**

Students should know:

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including setting unrealistic expectations for body image)
- how people may curate a specific image of their life online
- over-reliance on online relationships including social media
- the risks related to online gambling including the accumulation of debt
- how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

## **15.8 Physical health and fitness**

Students should know:

- The positive associations between physical activity and promotion of mental wellbeing, including s an approach to combat stress
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill health
- About the science relating to blood, organ and stem cell donation
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

## **15.9 Drugs, alcohol, tobacco, vaping and harmful substances**

Students should know:

- The facts about legal and illegal harmful substances and associated risks, including the link between drug use and the associated risks, including the link to serious mental health conditions
- The law relating to the supply and possession of illegal substances  
The physical and psychological risks associated with alcohol consumption and what constitutes low alcohol consumption in adulthood
- The physical and psychological consequences of addiction including alcohol dependency
- The dangers of drugs which are prescribed but still present serious health risks
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
- The facts about the harms caused by vaping and their environmental impact.
- PSHE at Chatham and Clarendon will remain updated with the local trends associated with harmful and illegal substances and educate our students accordingly with reference to local data and local partners.

## **15.10 Health & prevention**

Students should know:

- About personal hygiene and germs including bacteria, viruses and how they are spread, treatment and prevention of infection, and about antibiotics
- About dental health and the importance of good oral hygiene and dental flossing, including regular check-ups at the dentist
- (Late secondary) the benefits of regular self-examination and screening
- The facts and science relating to immunisation and vaccination
- The importance of sufficient good quality sleep for good health and how lack of sleep can affect weight, mood and ability to learn.

## **15.11 Basic First Aid**

Students should know:

- Basic treatment of common injuries
- Life-saving skills including how to administer CPR (post 15yrs old)
- The purpose of defibrillators and when one should be needed.

## **15.12 Changing adolescent body**

Students should know:

- Key facts about puberty and the changing adolescent body and menstrual wellbeing.
- The main changes which take place in the males and females and the implications for emotional and physical health.

This policy will be reviewed annually. Date of next review: May 2026