



CHESTNUT HILL

SCHOOL

Relationships and Sex Education (RSE) Policy

Reviewed by	Vickie Salamone
Date of last review	August 2024
Date of next review	August 2025

1. Introduction

This Policy is written in accordance with Part 1 – paragraphs 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii) and Part 2, of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations (2015).

Chestnut Hill School is an independent day school providing specialist education for children and young people aged 5 - 16 with autism and a range of additional needs. At Chestnut Hill School, RSE is delivered as part of the wider Personal, Social, Health and Economic Education (PSHEE) programme, via a range of resources, including the [Jigsaw PSHE](#) scheme of learning, and the Autism Education Trust (AET)'s Pupil Progression Framework ensuring the what matter's statements are being adhered to and progression through the Progression Steps is clearly identified. The KS3/KS4 students working towards an NCFE Level 2 qualification in Sex, Health and Relationships.

This policy is underpinned by the following core values:

Everyone should be listened to (DEMOCRACY)

Keep everyone safe by following the rules and making the right choices (RULE OF LAW)

Be Proud of who you are (INDIVIDUAL LIBERTY)

Value each other and your surroundings (MUTUAL RESPECT)

Be Patient, kind and understanding to everyone (TOLERANCE)

2. 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

3. Statutory requirements

In Key Stage 1 and 2 we teach Relationships education, and in Key Stage 3 and 4, we teach Relationships and Sex education, with both Key Stages being taught Health Education, in line with the statutory guidance as set out by the Department of Education and the Independent School Standards.

4. 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.

5. Curriculum and Delivery

At Chestnut Hill School RSE is taught within the personal, social, health and economic (PSHE) education curriculum within the Health and Wellbeing Area of Learning Experience, through weekly lessons. Biological aspects of RSE are taught within the Science and Technology AoLE, and other aspects are included in the personalised programmes delivered to pupils through the Wellbeing Team, and via activities aligned with personalised AET objectives.

Relationships education in for Key Stage 1 and 2 focusing on teaching the fundamental building blocks and characteristics of positive relationships including:

- Belonging to a family
- Being a good friend
- Keeping safe online
- Being a global citizen
- How my choices affect others
- Awareness of how other children have different lives
- Building self-esteem

Relationships and Sex Education for Key Stage 3 and 4 focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- My changing feelings
- Puberty (which may be covered in KS2 for some children, in agreement with parents)
- Types of relationships
- Conception (including IVF)
- Contraception
- Having a baby
- Positive qualities of healthy relationships
- Assertiveness and saying no

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

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

6. Roles and Responsibilities

6.1 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

6.2 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff 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.

6.3 Pupils

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

7. Parents right to withdraw

It is always our intention to provide Relationships Education, and/or Relationships and Sex Education that is delivered a) at a developmentally appropriate level, and b) with the full cooperation of parents and carers.

7.1 Key Stage 1 and 2

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

7.2 Key Stage 3 and 4

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Pupils in years 7-11 will be studying NCFE CACHE Level 1 & Level 2 Award in Relationships, Sex and Health Education alongside the What Matter's statements within the Welsh National Curriculum in the Health and Wellbeing Area of Learning Experience.

This policy is made available to parents, carers, staff and pupils from the school office.