



Charles Darwin School

Relationships, Sex and Health Education Policy

Persons Responsible

Governors:	Curriculum Committee
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Student contribution:	Student Voice and School Council
Parent contribution:	Summer Term 2021

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1. Description of policy formation and consultation process

- 1.1. This policy has been rewritten and updated in light of the draft changes to Relationships, Sex and Health Education made by the Government and published on 16 May 2024. Following this was a period of consultation around the Government's proposed changes (May 2024- July 2024)
- 1.2. The draft policy will be shared with parents, students, staff and Governors for consultation in July 2024 before being implemented with any accepted alterations from September 2024. **This policy will be further reviewed and updated once the Government have confirmed any changes from the consultation period around RSHE in schools.**

Updates to the policy

- 1.3. Charles Darwin School has now become a flagship school with the status 'Healthy Relationship Champion School' through successful completion of the RE:SET project with arts charity Tender.
- 1.4. The changes to RSHE now means that students cannot be withdrawn by parents and carers from the Sex Education that falls within the Science curriculum, Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content.
- 1.5. If parents or carers wish to withdraw their child from Sex Education lessons delivered as part of the RSHE programme at secondary, they should email the school with their request, the name of their child and the reason for the withdrawal. Emails should be sent to enquiries@cdarwin.com. The teacher/s with responsibility for RSHE will consult with their line manager and consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, the child can choose to receive Sex Education if they would like to, and the school should arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances). If withdrawn from these lessons the teacher or the class will ensure that suitable alternative work for the lesson is provided.
- 1.6. As the contested topic of gender identity should not be taught, we will review any resources and lessons that may refer to gender being a spectrum, gender reassignment is a protected characteristic and gender reassignment is only legal after the age of 18. As a school we will refer to the guidance for schools and colleges if a child is questioning their gender.
- 1.7. As this RSHE is delivered to incorporate related guidance: the equality act 2010, we will continue to endeavour to foster respectful relationships between boys and girls and take action on everyday issues including sexism, misogyny, homophobia and sex stereotypes. Staff will act as positive role models challenging harmful beliefs and attitudes, supporting students to reflect upon how they can be linked to violence and abuse; particularly against women and girls.
- 1.8. With regards to the age restrictions placed on some content there are no significant changes to our procedures with the exception of how teachers will handle questions which relate to content that is restricted to older children. As per the statutory guidance, in the event of this type of question, teachers will ask the pupil to speak to their parents or a trusted adult, signposting to support services where needed. Approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question

boxes to allow pupils to raise issues anonymously will be implemented by teachers to maintain safe and professional relationships. All teaching staff will be made aware of the restriction on descriptions of sexual acts or FGM before a student is in Year 9 and will only take place as it is necessary insofar as to teach students the content of the Intimate and sexual relationships, including sexual health, part of the statutory guidance.

- 1.9. Resources used in RSHE lessons will be available for parents to view in main reception and parents may request photocopies of materials to take away to read. Due to the nature of the materials and the age restrictions placed on these, we are unable to make these available on the school's website or to come home with students. When parents view these materials, they should acknowledge the provider's authorship and include a statement that states that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law.

2. Aims and Objectives and how these are covered

- 2.1. By the end of secondary school students should have covered the content below in addition to the topics covered in primary school. The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. Underpinning all of them will be an understanding of the biological, emotional, social, legal and moral aspects of sexuality and relationships.
- 2.2. An audit of the Health topics within the statutory guidance will occur in 2024-25 in order to evaluate and ensure coverage across the curriculum.
- 2.3. In order to achieve the aims the following objectives, from statutory guidance, for the end of secondary education apply:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education/relationships-and-sex-education-RSHE-secondary#by-the-end-of-secondary-school>

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Statutory content	Pupils should know:	How will this be covered at Charles Darwin School?
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. 	<ul style="list-style-type: none"> • RSHE in Personal Development curriculum Y8. • English curriculum explores relationships throughout Y7-11. • RE (summer term) unit of work on Marriage and Family in Y9
	<ul style="list-style-type: none"> • What marriage is, including their legal status – for example, that marriage carries 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. 	<ul style="list-style-type: none"> • RE (summer term) unit of work on Marriage and Family in Y9 • RE (spring term) unit of work on Matters of Life and Death in Y9
	<ul style="list-style-type: none"> • The characteristics and legal status of other types of long-term relationships. 	<ul style="list-style-type: none"> • Tutorial programme for Y9/ Y10
	<ul style="list-style-type: none"> • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 	<ul style="list-style-type: none"> • Tutorial programme for Y9/ Y10
	<ul style="list-style-type: none"> • Bereavement and how it can impact on individuals/families. Emotional and mental health impact. 	<ul style="list-style-type: none"> • RSHE in Personal Development curriculum

	<ul style="list-style-type: none"> • how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed 	<ul style="list-style-type: none"> • At least one drop session per year will focus on strategies to manage conflict and resolve issues. This will also be present in Y8 personal development lesson. • Tutorial programme, 'Making friends and respecting each other' Y7 • Bromley and Croydon Women's Aid assembly in Autumn 2 and Spring 1 focusing on healthy relationships, consent, domestic abuse and where to seek help for Y10-13
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict - reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs 	<ul style="list-style-type: none"> • Tutorial and Personal Development programme Y7-Y10 • RSHE in Personal Development curriculum Y7 • Drama (spring term 2) Scheme of Work covering exploration of healthy and unhealthy relationships including: Privacy, early warning signs, ending unhealthy relationships and getting help. Y8 • Relationships education taught by Science staff in summer term in y9 and 10 • Your Choice Your Voice programme including presentation from Women's Aid for Y9

	<ul style="list-style-type: none"> • 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 	
	<ul style="list-style-type: none"> • what constitutes sexual harassment and sexual violence and why these are always unacceptable 	<ul style="list-style-type: none"> • The English curriculum discusses rape within study of An Inspector Calls. Y9 • RSHE in Science Y9 & 10
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Assemblies focus on developing an understanding of people with different values and beliefs and staff use appropriate opportunities in lessons and through the pastoral programme to allow pupils to explore and understand diversity and tolerance in relation to the Equality Act 2010.
Online and media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • how information and data is generated, collected, shared and used online 	<ul style="list-style-type: none"> • Tutorial and assembly programme. Y8 & Y9 • • IT curriculum • • Pornography assembly Y12 & 13 • • Breck foundation presentation • Breck foundation workshop Y10

	<ul style="list-style-type: none"> the impact of viewing harmful content that specifically sexually explicit material, for example pornography, 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 	<ul style="list-style-type: none"> Pornography assembly Y12 & 13 RSHE lessons in Science Y9 & 10
	<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail 	<ul style="list-style-type: none"> Pornography assembly Y12 & 13 Tutorial programme
Being safe	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships 	<ul style="list-style-type: none"> Drama (Autumn term 1) Scheme of Work on gangs exploring grooming and exploitation, peer pressure, violence and county lines Y9 Media curriculum, GCSE-county lines Drama (spring term 1) Scheme of Work on play 'DNA which explores peer pressure and breaking the law Safety on a night out Y13 Science RSHE lessons Y9 Your Choice, Your Voice Y9 Women's Aid Y9
	<ul style="list-style-type: none"> how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online 	<ul style="list-style-type: none"> Your Choice, Your Voice Y9 RSHE in Science (Summer term 2) Y9 & 10 Tutorial on consent by RKe senior prefects in y13 Y10 Tutorial programme
	<ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, 	<ul style="list-style-type: none"> Drama Scheme of Work covering exploration of healthy and unhealthy relationship' warning signs around any type of

<p>Intimate and sexual relationships, including sexual health</p>	<p>consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <ul style="list-style-type: none"> • that all aspects of health can be affected by choices they make in sex and relationships, • positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • 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, efficacy 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 and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about 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 	<p>relationship. Y8</p> <ul style="list-style-type: none"> • Bromley Healthcare, C-Cards, condom Thursdays with counselling and demonstration and free chlamydia testing kits for Y12 & Y13 students • KS4 Biology curriculum covers contraceptive information, efficacy, choices around intimacy and facts relating to sexually transmitted infections. (New second contraceptive kit purchased 2019) Y9-11 • RSHE Sessions (summer term) during Science lessons addresses all of these points. Y9 & 10 • RE (Spring term) unit of work on Matters of Life and Death covers abortion.Y9 • RE (summer term) unit of work on Marriage and Family includes exploration of different methods of contraception. Y9 • LGBTQ+/Metro involvement for students, some of whom are trained as ambassadors and have an open door policy offering counselling and support Y12 &13 • Safety on a night out Y13 • World AIDS day focused science lesson. • Your Choice Your Voice from Bromley Healthcare in Y9
	<ul style="list-style-type: none"> • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause 	<ul style="list-style-type: none"> • KS4 Biology curriculum includes the effects of lifestyle choices on the body Y9-11

<p>The Law</p>	<p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism and radicalisation • criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • hate crime • female genital mutilation (FGM) 	<p>The law is explicitly covered in</p> <p>Science relationships sessions, Y9-Y10.</p> <p>E-safety assemblies All years</p> <p>Impact factor (Spring term) Y8</p> <p>Your Choice, Your Voice Y9</p> <p>Pornography assembly Y12 & 13</p> <p>Consent assembly Y12 & 13</p> <p>RSHE in Science lessons Y9 and Y10</p> <p>Personal Development programme</p>
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2.4. As part of the school's Science curriculum, Key Stage 3 students will encounter Sex Education in Year 7 as part of the reproduction unit taught in science lessons. The content of this unit includes anatomy and physiology relating to sexual reproduction, sexual intercourse, pregnancy and childbirth. It also includes physical changes to the body that occur at puberty as well as the menstrual cycle. At KS3 students also study specialised cells including the role and adaptations of sperm and egg cells, they also study disease and prevention of disease which includes the transmission of sexually transmitted infections [STIs]. Students watch a BBC documentary entitled 'The Human Body' which allows presentation of what bodies look like and presents an opportunity to discuss what 'normal' bodies look like.

- The Drama curriculum enables students to explore relationships and behaviours in a safe environment. There is a specific focus on learning about healthy and unhealthy relationships in year 8 and peer pressure and exploitation in year 9.
- Within the Key Stage 4 curriculum, the biology GCSE course content covers the hormonal control of the menstrual cycle in more depth than at KS3, as well as the use and ethics of the contraceptive pill and IVF treatments. KS4 students also have a healthy relationships workshop during a science lesson at the end of Years 9 and 10. This session includes further knowledge on anatomy and physiology, puberty and adolescence, sexually transmitted infections: diagnosis, prevention and treatment, contraception availability and correct use, and some social and emotional aspects of relationships including the relevant laws, consent, sexuality and FGM.
- In recognition of World Aids Day, in the autumn term Science staff deliver a lesson to Year 8 to Year 10 students raising awareness of AIDS; these challenge misconceptions and homophobia-related stereotypes surrounding AIDS as well as covering safe sex.
- Year 7 to 11 students reflect on Internet safety within the KS3 and 4 tutorial and assembly programme. This includes safe use of social media sites and appropriate relationships on these sites. 'Sexting' is also covered from Year 7 onwards
- Community services such as the police, fire service, Bromley Healthcare and the prison service are invited into school Personal Development days in KS3 and KS4. Year 8 'Impact Day' in the spring term includes a presentation from Rape Crisis as part of a carousel on keeping safe in the community; Relationships and Sexual exploitation are explored. The school invites Bromley Healthcare into school to work with all Year 9 students for a 'Your Choice, Your Voice' day in the spring or summer term, completing a carousel of workshops on themes including healthy relationships, pornography, body image and mental health.
- From 2009, professional agencies offering chlamydia tests as well as age-specific STI advice present to the Sixth Form. The 'C CARD' is offered in school, raising awareness of where Sixth Formers can get free contraception from in the community. As part of Year 12 'Horizons' week in the summer term all students take part in a carousel of

activities based around personal safety. Sexual health is included in this.

- From September 2023 every KS3 student will have timetabled Personal Development lessons which will include Relationships Education as a unit of work, targeting key, relevant aspects of the programme in an age appropriate manner.

2.5. The English curriculum presents multiple opportunities to explore relationships. When studying Shakespeare often there are questions and discussions about sex and relationships. Poetry study in Y11 covers relationships and love, including same sex relationships

3. Moral and values framework

3.1. The prime responsibility for bringing up children rests with their parents. We recognise that parents are key figures in helping their children to cope with the emotional issues involved in growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. They will wish to do so within the moral framework which underpins their individual family life. With the age restrictions placed on certain content teacher are to direct questions communicated which relate to content that is restricted to older children back to parents.

3.2. We teach inclusively and professionally as laid out in part 2 of the teaching standards

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

4. Equality

4.1. The Relationships and Sex Education programme has been devised to support the commitment of the School to the relevant requirements of the Equality Act 2010.

It does this in the following ways:

- 4.2. By not unlawfully discriminating against students and staff who have protected characteristics.
- 4.3. By taking positive action, where it is needed, to deal with particular disadvantages affecting one particular group because of a protected characteristics, for example, taking positive action to support girls where evidence of sexual harassment was present.

- 4.4. By establishing a balanced and relevant RSHE curriculum which is accessible to all students, taking into consideration the makeup of our own student body, including gender, age, SEND.
- 4.5. By using teaching strategies that encourage positive attitudes and healthy, respectful peer-to-peer communication and behaviour.
- 4.6. By challenging prejudice and intolerance, promoting use and expecting language which promotes positive images and mutual respect
- 4.7. By providing a safe environment for discussing these issues where the ground rules are established very clearly and information shared is based on facts and evidence.

5. Organisation of Relationships and Sex Education Policy

5.1. Name of person responsible for planning and delivery:

A deputy head, teachers with responsibility for RSHE and the Achievement Coordinators share responsibility for overall planning and work with Pastoral staff to develop the programmes in particular years.

5.2. Recommendations for schools from Ofsted report (June 2021)

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this Charles Darwin School should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.

This should include carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion on topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'.

5.3. Teaching of relationships and sex education

In the academic year 2024-2025 Relationships and Sex Education lessons are taught as indicated above by a mixture of subject teachers, teachers who have been allocated Personal Development lessons and visiting organisations specialising in this area. The programme involves the use of many resources. These are selected only if they support the aims and objectives of the programme, are easily accessible to students, respect the sensitivities of the students and their parents and are free of bias by gender, race or in any other form. Some of these are published materials, but many are produced by staff at the School.

5.4. Training provision

As part of the school's work with the arts charity Tender, becoming a Healthy Relationship Champion school on completion of the RE: SET programme, the majority of our staff including support staff completed e-learning on recognizing and tackling gender based violence and domestic abuse in 2022. Regular attendance at the Bromley RSHE secondary network meetings by the teachers with responsibility for RSHE and subsequent staff CPD has maintained staff competence in this subject area. Training and collaboration with Bromley

Primary Care Trust ensures that teachers are up to date, both with the background biological knowledge associated with such topics as STIs and contraception and with new methods of teaching. The delivery of the sex education programme by a relatively small number of Science specialist teachers or visiting healthcare professionals ensures that they can be offered adequate training.

6. Statements on Specific Issues

6.1. Contraceptive ‘advice’, information and referrals to under 16s (individually and in the classroom):

Teachers should not offer individual contraceptive advice to students. This role is more appropriately performed by a Health Professional e.g. a Doctor or a Nurse. Students are referred to the School Nurse and local services. Work on contraception appears in science and Personal Development lessons. A small amount appears towards the end of Year 9, with the major coverage in Year 10. Different methods are discussed, their relative merits, availability and relevance to different circumstances and lifestyles. The dual role of some contraceptives in giving protection against STIs and pregnancy is stressed.

- 6.2. Over 16’s Bromley Healthcare via school nurse will be available on a monthly basis for advice, guidance and provision of contraception to Sixth Formers. The “C” card is offered to all Year 12s in the summer term to enable them to get free contraception in the community.

6.3. Child safeguarding procedures

This document should be read in conjunction with the school’s latest Safeguarding Children and Young People Policy. This is available on the school website.

- 6.4. Teachers must not promise confidentiality within the classroom, though facilitate impactful education through use of appropriate learning tools.

Teachers should, however, take care that they do not compromise themselves by promising confidentiality to individual students in ‘delicate’ situations. It is always wise in such situations to share information, most appropriately with the relevant Achievement Coordinator or the lead safeguarding member of staff. Legal guidelines will be followed.

6.5. Child withdrawal procedures

If parents or carers wish to withdraw their child from Sex Education lessons delivered as part of the RSHE programme at secondary, they should email the school with their request, the name of their child and the reason for the withdrawal. Emails should be sent to enquiries@cdarwin.com. The teacher/s with responsibility for RSHE will consult with their line manager and consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, the child can choose to receive Sex Education if they would like to, and the school should arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances). If withdrawn from these lessons the teacher or the class will ensure that suitable alternative work for the lesson is provided.

- 6.6. If discussion of sexual matters is likely to occur in other lessons, teachers need to be aware of students who are withdrawn from sex education lessons. If necessary they may need to be removed from particular lessons. This is unlikely to occur frequently, if at all. Where

such matters emerge in an unpredictable context, teachers should use their professional judgment. In most cases, a brief answer is appropriate and acceptable.

6.7. Bullying procedures

Should issues of bullying or sexual harassment arise the procedures laid down in the School Anti-Bullying Policy should be followed. These documents are available on the school's website.

6.8. Complaints procedure

Charles Darwin School has an open relationship with parents and always encourages them to express their concerns to the School so that they can be addressed. The person to contact with such a complaint about the relationships and sex education programme is the Head teacher.

6.9. Procedures for the involvement of health professionals and visitors

Where people are invited in to speak to students, they will be made aware of the guidelines and will be expected to follow them. A member of staff will be present during the talk. Safeguarding policy applies here.

6.10. Procedures for supporting any members of the school community infected or affected by HIV

This area is covered by the Health and Safety Policy.

7. Working with Parents

- 7.1. This policy will go to Governors in Jul 2024 and subsequently be shared with parents via the Link and school website so that parents are able to make a contribution to the production of this policy and we very much value the opinion of parents on the teaching of this sensitive area.
- 7.2. Charles Darwin School practices a very open approach in its dealings with parents. Parents who have concerns about sex education are encouraged to discuss these issues with the appropriate members of staff. Resources used in the delivery of RSHE are available in main reception and parents will be informed of RSHE based sessions via the Link (school newsletter).
- 7.3. Since working with Tender on the RE:SET project and becoming a Healthy Relationships Champion School, a series of online parent/carer forums have been organised around particular areas of RSHE. These are led by the teachers in charge of RSHE, the Deputy Head with pastoral responsibility and/or external speakers. For example, 'online safety and grooming' parent/carer forum, March 2024.

8. Dissemination of the Policy

- 8.1. All staff, governors, parents and pupils will have access to this policy via the school website.

9. Monitoring and Evaluation of the policy (updated in light of OFSTED recommendations June 2021)

- 9.1. As of June 2021, the school will keep a routine record and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early.
- 9.2. A behavioural approach will be used including sanctions where appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated. The school should consistently uphold standards in their responses to sexual harassment and online sexual abuse.
- 9.3. Provision of RSHE is monitored and reviewed, coordinated by the DSL.
- 9.4. Regular audit of RSHE provision is conducted across the curriculum and through the pastoral programme.
- 9.5. RSHE is discussed and events planned at Faculty Workshop and Year team meetings.
- 9.6. Staff to share good practice
- 9.7. Use of student surveys to assure and improve provision.
- 9.8. RSHE Policy to be reviewed annually in June.

