

SOUTH WIRRAL HIGH SCHOOL

RELATIONSHIPS & SEX EDUCATION POLICY



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| Policy Owner: | Assistant Headteacher for Personal Development |
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Relationships & Sex Education Policy

At South Wirral High School, our vision and aims are:

- a) To encourage successful learning in RSE
- b) To encourage confidence and to inspire individuals in their learning
- c) To promote aspiration and encourage responsibility in RSE as a citizen in our community.
- d) To promote the principles of LORIC
- e) To provide support, information, advice and guidance for young people and their parents
- f) To promote Diversity and encourage the positive mental wellbeing of all
- g) Provide a framework in which sensitive discussions can take place
- h) Teach pupil the correct vocabulary to describe themselves and their bodies

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom.

It shall promote understanding, tolerance and friendship.

(United Nations Declaration of Human Rights Article 26/2)

2) Aims of Sex Education

As per the new Statutory Governmental Guidelines from the Department for Education (September 2020):

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

The aim of this document is to communicate clearly to staff, parents, carers, visitors and students the manner in which sex education will be delivered in this school. Copies will be freely available on our website for download.

3) Roles and responsibilities

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

Amy Barr – Assistant Headteacher, Personal Development

Brian Murray – Personal Development and SMSC Lead

PSHCE Staff

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

Staff Training and CPD

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

4) Communication and Consultation

In raising partnership with families in the community, we endeavour to:

- Communicate to parents and carers the changes to the new statutory policy
- Have a dedicated email address for parents and carers to communicate their questions (rse@southwirral.wirral.sch.uk)
- The policy is available on the School website and we will welcome feedback and queries in relation to the learning and intent.

5) Monitoring and evaluation

- Half termly SMSC (RSE) meetings
- Quality Assurance and review of policy
- Reflection, staff and pupil voice

6) Right to Withdrawal in Secondary schools:

Parents / carers can withdraw their children from sex education that is part of RSE (i.e. non-statutory) up until the third term **before their 16th birthday**. It also explains how they can do this (for example, by submitting a written request to the Headteacher). **It is the parents' / carers responsibility to familiarise themselves with the policy and act upon it where appropriate. They should inform the co-ordinator of PSHCE at rse@southwirral.co.uk if they wish to withdraw their child.**

7) Content, Intent and Implementation

Our RSE curriculum has been developed in consultation with parent/carers, pupils and staff, taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Relationships and Sex education provides knowledge and encourages the acquisition of skills and attitudes which allow students to manage their lives in a responsible and healthy way. RSE is not about the promotion of sexual activity.

i) Knowledge and Information **Key Stage 3**

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate sexual relationships, including sexual health

Puberty
Personal Safety

PSHCE & Science
PSHCE

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|-------------------------------|------------------------------|
| Friendship and love | PSHCE & Faith and Philosophy |
| Family life and Relationships | PSHCE, FP & English |
| Gender Issues | PSHCE |
| Conception and Birth | Science |
| Contraception | PSHCE |
| Helping Agencies | PSHCE |
| Sex and the law | PSHCE |
| Life stages | PSHCE / Science |
| Mental Health and wellbeing | PSHCE |
| Healthy Lifestyles | PSHCE, Science and Food |
| LGBTQ+ | PSCHE and Extra Curricular |
| Diversity | PSHCE and Extra Curricular |

ii) **Knowledge and Information**

Key Stage 4

At Key Stage 4 students have a day dedicated to health education. This is delivered by The Brook (Wirral) which is the UK's leading provider of sexual health services and advice for young people under 25. With this outside agency, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In addition to the health day, there is a Scheme of Work in Core Philosophy dedicated to RSE, along with the effects of drugs and alcohol, public sexual harassment and mental health / wellbeing.

iii) **Knowledge and Information**

Key Stage 5

The Statutory Requirements for KS5 do not apply to sixth Form colleges

Students are taught half an hour a week in a PSHCE lesson conducted by their registration tutor. Discussions and activities surrounding sexism, misogyny homophobia and gender stereotypes take place to build a culture where those are not tolerated. In addition, they work on google classroom and in booklets to promote the understanding of positive and healthy relationships:

families;

- respectful relationships, including friendships;
- online and media;
- being safe;
- intimate and sexual relationships, including sexual health.

Topics in Half Term 2:

Lesson 1 and 2:

Managing Risk: Drugs and Alcohol:

The Nitrous Oxide Debate

Lesson 3:

Feeling the pressure to take drugs - cannabis vaping and edibles

Lesson 4:

Personal Safety in new relationships - online activities and meeting someone new

Lesson 5:

Online Safety: Sextortion

Lessons 6 and 7:

Religious Tolerance - Islamophobia

Teaching Equality

iv) Values and beliefs

As well as knowledge and information students will be encouraged to consider the importance of respect and the valuing of themselves and other.

They should learn:

- (1) understanding and sensitivity towards the needs and views of others
- (2) responsibility for their own actions
- (3) responsibility to the school, their family and the wider community

v) Skills and abilities

Students will be helped to develop the following skills:

- (1) communication including the making and keeping of relationships
- (2) assertiveness
- (3) decision making
- (4) recognising and using opportunities to develop a healthy life style

vi) Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- **Safe and supported**
- **Able to engage with the key messages**

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- **A whole-class setting**
- **Small groups or targeted sessions**
- **1-to-1 discussions**
- **Digital formats**

Give careful consideration to the adaptation of resources needed

8) Organisation

- a) **Relationships and Sex Education lessons** are co-ordinated by the Head of Life Studies. Reproductive science is co-ordinated by science.
- b) **Delivery** is essentially through planned aspects in Science, Life Studies and RE. However, other subjects - e.g. English - may address social, moral and ethical issues which arise from apparently unrelated topics within the National Curriculum. Within this category, as long as the discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right of withdrawal.
- c) **Teaching approaches.** A variety of approaches are used to give students relevant information, to enable social, moral, spiritual and cultural issues to be explored through discussion and to acquire appropriate skills. Health professionals, such as the Brook and School Nurse, will be used where appropriate.
- d) **Student groupings.** Students are taught mainly in mixed ability and (how the students identify) gender groups. Where there is a specific or perceived need, arrangements will be made to teach students in appropriate groupings e.g. single sex
- e) **Resources**
 - i) **Materials** - A wide range of teaching resources are available to teachers and for inspection by parents through the Co-ordinators. In addition, these resources are credible and age appropriate.

- ii) Staff - With regard to relationships and sex education it is important staff feel comfortable and confident with the subject matter. Staff are trained each year before the delivery of the Relationships and Sex Education programme and any staff who feel uncomfortable delivering certain elements of the programme may ask the Head of PSHCE where appropriate.
- iii) Where training has been received, union guidelines state that a member of staff timetabled to teach and deliver PSHCE is required to deliver the topic that the curriculum outlines.

9) **Specific Issues**

The following issues may occur as part of education. Staff, parents and students need to understand the school's procedures.

a) **Confidentiality and advice**

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue.

At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

- i) Disclosure or suspicion of possible abuse the school's child protection procedures will be invoked. (see relevant policy).
- ii) Disclosure of pregnancy or advice on contraception. It is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported. The Brook provide an in-house service every Monday, from 12-1 in Office 1. This is a well-attended service and provides students with the opportunity to seek advice and guidance from trained professionals regarding their sexual health. Professional information and guidance will always be sought from a health professional. The school will always encourage students to talk with their parents first.
- iii) Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). It will need to be checked;
 - (1) if students refuse to tell their parent(s) the adult should refer them to a health professional; in this case it is Jackie (school nurse) or Clair (Brook Health Care)
 - (2) the adult should report the incident to the Headteacher who will consult with the health professional about informing the parent(s).

b) **Family life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

Areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

c) **Complaints procedure**

Any complaints about the sex education curriculum should be made to the Head who will report to Governors.

10) Monitoring and Review

- a) Relationships and Sex education will be monitored by the Assistant Headteacher for Personal Development, and the Co-ordinator of PSHCE.
- b) Staff and pupil voice will be common practice
- c) The full policy will be made available to all parents and carers online when their child enters the school.

11) Dissemination of the policy

A summary of this policy is in the school prospectus. The full policy, appendices and full programmes of study are available on request to parents, the LEA and OFSTED through the Headteacher, Head of PSHCE and Head of Science.

12) Other policies and documentation which have relevance to sex education are:

- a) Equal opportunities
- b) Anti-bullying
- c) Child Protection (Safeguarding)
- d) BROOK Liverpool Policy - www.brook.org.uk
- e) Diversity Policy
- f) APPENDIX: Full scheme of work.
- g) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- h) www.southwirral.wirral.sch.uk