

SOUTH WIRRAL HIGH SCHOOL RELATIONSHIPS & SEX EDUCATION POLICY



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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 promote the South Wirral Values of Kindness, Respect, Determination, Independence and Ambition
- f) To provide support, information, advice and guidance for young people and their parents
- g) To promote Diversity and encourage the positive mental wellbeing of all
- h) Provide a framework in which sensitive discussions can take place
- i) 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*)

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

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.

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.

Parental Right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy 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/carers and take appropriate action.

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) **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	PSHCE & Science
Personal Safety	PSHCE
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

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

Lesson 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 lifestyle

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:

- o **Safe and supported**
- o **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:

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

Give careful consideration to the adaptation of resources needed

7) **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.

Outside speakers:

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.

We **will**:

* Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

Comply with:

§ The [Teachers' Standards](#)

§ The [Equality Act 2010](#)

§ The [Human Rights Act 1998](#)

§ The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with
Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

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 Coordinators. In addition, these resources are credible and age appropriate.

Use of resources

- ii) We **will** consider whether any resources we plan to use:
 - iii) o Are aligned with the teaching requirements set out in the statutory RSE guidance
 - iv) o Would support pupils in applying their knowledge in different contexts and settings
 - v) o Are age-appropriate, given the age, developmental stage and background of our pupils
 - vi) o Are evidence-based and contain robust facts and statistics
 - vii) o Fit into our curriculum plan
 - viii) o Are from credible sources
 - ix) o Are compatible with effective teaching approaches
 - x) o Are sensitive to pupils' experiences and won't provoke distress
- xi) 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.
- xii) 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.

8) **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. 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.

9) **Monitoring and Review**

- a) Relationships and Sex education will be monitored by the Assistant Headteacher for Personal Development (AVB), and the Coordinator of PSHCE (BSM)
- 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.

10) **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.

11) **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/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf
- h) www.southwirral.wirral.sch.uk

Appendix 1: Parent/carer form: withdrawal from sex education within RSE

To be completed by parents/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school

<p>Agreed actions from discussion with parents/carers</p>	<p>Include notes from discussions with parents/carers and agreed actions taken.</p> <p>Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>