Weatherhead High School

A high performing academy providing excellence for all

Relationships & Sex Education Policy

Document Owner	AHT, Achievement & Aspirations
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Date of next review	

Why Do We Teach Relationships and Sex Education?
'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.' (DfE June 2019)

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Relationships and Sex Education and Health Education are taught in this school as statutory subjects through an integrated PSHE programme of work, curriculum subjects, assemblies, Tutor Time and other aspects of school life. Relationships and Sex Education make a significant contribution to the school's legal duties to prepare students for the opportunities, responsibilities and experiences of adult life, and promote the spiritual, moral, social, cultural, mental and physical development of students
Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of students.

Aims
The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. Our programme also aims to support students in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our students and fit with our values of Respect, Reach, Resilience and Reward.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.
As a school, we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that

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recognises and addresses this to ensure that students know how to keep themselves and their personal information safe.

Statutory Requirements
The Relationships Education, Relationships and Sex Education and Health education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSE compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

Definition of Relationships and Sex Education
RSE is about the emotional, social and cultural development of students, 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.

Parents' right to withdraw
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting such a request, the Assistant Headteacher for Achievement and Aspiration, will discuss the request with parents and, as appropriate, with the child to ensure their wishes are understood. A record of this conversation will be kept. At the discussion, the school will stress the benefits of receiving this education and any detrimental effects that withdrawal might have on the child. In all but exceptional circumstances, the school will accept the parents' request to withdraw their child, up to and until three terms before the child turns sixteen. After this point if the child wishes to receive sex education rather than be withdrawn then the school will make arrangements to provide the child with sex education during that time. Students cannot be withdrawn from any relationships education or health education.

Roles and responsibilities

PSHE Coordinator/Assistant Headteacher Achievement and Aspiration

- To develop appropriate schemes of work for the relevant year groups, ensuring that the statutory aspects of RSE are taught.
- To support teachers and form tutors in the delivery of RSE by providing appropriate training and resources (including, when required, support within the classroom).
- To quality assure the delivery of the RSE curriculum and gather feedback from relevant stakeholders.
- To facilitate external agencies used to assist in the delivery of RSE, including providing training to staff.
- To ensure the curriculum area is appropriately resourced.
- To regularly monitor and evaluate the RSE programme.
- Where a child protection issue may arise through the teaching of RSE, to deal with it using school safeguarding procedures.

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PSHE Lead Researcher

- To assist the PSHE Coordinator with the implementation and monitoring of RSE.
- To develop appropriate schemes of work for the relevant year groups, ensuring that the statutory aspects of RSE are taught.

The Governing board

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

Assistant Headteacher Achievement and Aspiration.

- To monitor the implementation of this policy.
- To ensure the school is meeting its statutory obligations.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

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 Assistant headteacher leading PSHE or the headteacher. Where a child protection issue may arise through the teaching of RSE, to deal with it using the school's safeguarding procedures.

Students

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

Planning and Delivery of Relationships and Sex Education

RSE is delivered to students through PSHE, Tutor Time and the Science curriculum, assemblies and other aspects of school life.
At Key Stage 3 RSE is taught during discrete weekly Social Education (SE) lessons. It is primarily delivered by subject teachers and supplemented by external agencies. In Year 9, students are also taught Religious Education during their weekly lesson.

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).

Course content at Key Stage 3 includes the following topics:

- Physical and emotional change and puberty

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- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV, and how high-risk behaviours affect the health and well-being of individuals, families and communities
- Recognising and reducing risk
- The features of positive and stable relationships
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships
- The nature and importance of marriage and of stable relationships for family life and bringing up children
- Online relationships and their potential risks, including grooming
- Online safety, including the impact of online activity and the potential for bullying and cyberbullying
- Consent
- Child Sexual Exploitation
- The impact of viewing harmful content
- The potential influence of drugs and alcohol on relationships

At Key Stage 4 RSE is delivered during fortnightly Tutor Time lessons. A range of appropriate teaching strategies are adopted and external agencies are also used to support the delivery of the curriculum.

Course content at Key Stage 4 includes:

- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity
- Where and how to obtain health information, ways of reducing risk and minimising harm in risky situations
- Characteristics of positive relationships and awareness of exploitation in relationships
- The roles and responsibilities of parents, carers, children and other family members
- Parenting skills and qualities, their central importance to family life and the wider implications of sexual relationships and having children
- Contraception and HIV / AIDS
- Homophobia and transphobia
- Consent
- Coercion
- Influence of the media on relationships and sexual relationships, including the impact of looking at harmful content
- FGM, forced marriage and honour based violence
- Sexual harassment and sexual violence
- The potential influence of drugs and alcohol on relationships
- Homosexuality
- Sexual health
- Marriage
- Divorce

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- Cohabitation
- Contraception

Science
At Key Stage 3 students learn about:
- Sexual reproduction
- Pregnancy and childbirth
- Reproductive anatomy, menstrual cycle, placenta

At Key Stage 4, as part of the GCSE Science course, students learn about:
- Hormones and the menstrual cycle
- IVF and fertility drugs
- Contraception
- Types of reproduction and sex determination
- In addition, they consider IVF / fertility drugs and genetic disorders in greater detail, including embryo screening

Monitoring arrangements
The delivery of RSE is monitored by the PSHE coordinator/Assistant Headteacher Achievement and Aspiration through planning scrutinises, learning walks, book looks and lesson observations in accordance with the whole school monitoring policy. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed annually. At every review, the policy will be approved by the headteacher and the governing body.

Confidentiality and Disclosure
It is almost inevitable that effective RSE, which allows for open discussion to take place, may lead to disclosure from students. Student disclosures or suspicion of abuse must be followed up with the student concerned on the same day and referred to the Designated Safeguarding Leads who will deal with these disclosures or suspicions in line with the school's Child Protection Policy.

Special Educational Needs
RSE is inclusive and should seek to help young people to:
a) Be aware of sexuality
b) Understand the arguments for and benefits of delaying sexual activity
c) Understand the reasons for having protective sex
d) Value themselves and others
e) Avoid exploitation

These issues are pertinent to all young people, regardless of their physical or intellectual capabilities. As such, language and teaching methodologies used will be appropriate and adapted where necessary to accommodate special educational needs or disability.

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Looked After Children (LAC)
Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSE at home, at school and in care because of the often disrupted pattern of their experiences. The Teacher in charge of Looked After Children will ensure that each young person's entitlement is met in this regard.

Lesbian, Gay, Bisexual and Transgender (LGBTQ+)
Within the PSHE framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying.

Homophobic Bullying
We will take positive steps to eradicate homophobia as a motivator for bullying. Through PSHE lessons and assemblies, students will complete work to address discrimination, social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying or derogatory language is not acceptable. Weatherhead High School will support all students in a positive manner, observing the protected characteristics of the Equality Act 2010.

Staff Training
RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation and curriculum requirements, and to consider appropriate teaching approaches and materials. Weatherhead High School will support the use of visitors from external agencies, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

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