

The Highfield School

Curriculum Advisory Group

Relationships and Sex Education (RSE) Policy - CAG03

This policy has been reviewed by the Governors of The Highfield School to ensure that it reflects the values of the Co-operative Movement.

Table of Contents

| | |
|--|----|
| 1. Introduction | 2 |
| 2. Policy statement..... | 2 |
| 3. Relationship to other policies | 3 |
| 4. Roles and responsibilities of Headteacher, other staff, governors | 3 |
| 5. Delivery of RSE | 3 |
| 6. Inclusion..... | 4 |
| 7. Arrangements for monitoring and evaluation..... | 4 |
| 8. Withdrawal | 4 |
| 9. Confidentiality..... | 5 |
| 10. Child protection | 5 |
| 11. Disclosures..... | 5 |
| 12. Controversial and sensitive issues | 5 |
| 13. Dealing with questions | 6 |
| Appendix 1: Curriculum | 7 |
| Appendix 2: By the end of secondary school students should know: | 9 |
| Appendix 3: Parent form: withdrawal from sex education within RSE | 12 |

1. Introduction

The aims of relationships and sex education (RSE) at The Highfield School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of relationships and sex education (RSE) reflects their expectations and complements teaching at home. Parents are consulted upon review of this policy.

2. Policy statement

As a school, we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

At The Highfield School we teach RSE as set out in this policy.

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE will make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being, now and in the future.

The RSE programme at The Highfield School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their peers and wider community.

We focus on teaching RSE in the context of relationships using a variety of formal and informal opportunities and strategies. This helps children to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

3. Relationship to other policies

RSE forms an integral part of the Curriculum Policy, the Behaviour for Learning Policy as well as the policies relating to equality. RSE is also part of the schemes of work for science, and RPS (Religious and Personal Studies – PSHCE) and relates to child protection. The approach taken in these lessons reflects the aims and policies outlined in the Learning and Teaching Protocol.

4. Roles and responsibilities of Headteacher, other staff, governors

The **governing body** will:

- ensure the school provides RSE;
- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents;
- ensure that RSE is provided in a way that encourages students to consider morals, the value of family life, and the importance of relationships.

The **Headteacher** will ensure that:

- the governing body is advised about the nature and organisation of RSE and how it reflects the aims and values of the school;
- RSE is provided in a way that encourages students to consider morals, the value of family life, and the importance of relationships;
- students are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented;
- parents are informed about their right to withdraw their child from certain aspects of RSE.

Staff who teach RSE are expected to:

- provide RSE in accordance with this policy and in a way which encourages students to consider morals, the value of family life and the importance of relationships;
- participate in training to provide RSE in line with the school curriculum policy;
- implement the agreed scheme of work;
- draw to the attention of the Headteacher any materials which they consider to be inappropriate;
- respond appropriately to those students whose parents wish them to be withdrawn from RSE.

5. Delivery of RSE

RSE is not just delivered in isolation but firmly embedded in all curriculum areas. However, it is most prominently and explicitly covered in RPS. At The Highfield School the main content is delivered in RPS lessons to ensure a coherent spiral curriculum, so that successive years build and develop prior learning.

RSE is normally delivered in mixed ability gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve the student's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. The Highfield School has a code of practice for using visitors to support the delivery of PSHCE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to RPS lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

The Highfield School believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

Appendix 1 gives an overview of the curriculum map of RSE. Appendix 2 given an overview of what students should know by the end of their secondary education in RSE.

6. Inclusion

The school is committed to the provision of RSE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups but there may be occasions where students with Special Educational Needs are given extra support from SEN staff.

The Highfield School believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

7. Arrangements for monitoring and evaluation

The Headteacher will provide a report to Governors on the implementation of the scheme of work when requested. A record of parental and student complaints and the number of students withdrawn from lessons will be reported annually to Governors. RPS lessons, which at times will contain RSE, will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on students will be included in the report.

8. Withdrawal

Parents have the right to withdraw their children from 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 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents, including the impact that withdrawal may have on the child, and take appropriate action.

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

9. Confidentiality

As a general rule a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the student is at risk or in danger, she/he talks to the named Designated Person for Child Protection who may confer with the Headteacher before any decision is made.

The student concerned will be informed that confidentiality is being breached and reasons why. The student must and will be supported throughout the process.

10. Child protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and teaching staff will be made aware of the procedures for reporting their concerns.

11. Disclosures

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity, the school will ensure that:

- the student is encouraged to talk to their parent/carer;
- child protection issues are addressed;
- the student receives adequate counselling and information;
- the Headteacher will monitor the frequency of cases where they handle information without parental knowledge.

12. Controversial and sensitive issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are expected to be taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have different opinions.

13. Dealing with questions

Both formal and informal RSE arising from students' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the subject leader for RPS or Designated Person for Child Protection if they are concerned or require guidance pertaining to answering sensitive questions.

DRAFT

Appendix 1: Curriculum Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|---|---|
| Year 7 | Autumn | RPS Curriculum content <ul style="list-style-type: none"> • What is a genuine friendship • Bullying • Cyberbullying • How do families differ • What is puberty • Love, romance and teen relationships • What is sex? | RPS curriculum and teaching resources |
| Year 8 | Autumn | Science Curriculum content <ul style="list-style-type: none"> • Reproduction | Activate 1 Reproduction resources |
| Year 8 | Spring | RPS Curriculum content <ul style="list-style-type: none"> • Sexting and online grooming | |
| Year 9 | Autumn | Science Curriculum content <ul style="list-style-type: none"> • Health and lifestyle – adaptation, inheritance and genetics • Drugs, alcohol and smoking – the effect on the body | Activate 2 Health and Lifestyle resources |
| Year 9 | Spring | Science Curriculum content <ul style="list-style-type: none"> • Communicable diseases – HIV/AIDS | Kerboodle. AQA Sciences 9-1 Biology |
| Year 9 | Spring | RPS Curriculum content <ul style="list-style-type: none"> • What is a healthy relationship? • What is consent? • Healthy body image • The media – pornography • Risk - contraception • Risk - STIs | RPS curriculum and teaching resources |
| Year 10 | Spring | RPS Curriculum content <ul style="list-style-type: none"> • Healthy relationships and sex session with Youth Connexions | RPS curriculum and teaching resources |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|--|---------------------------------------|
| Year 11 | Autumn | Science Curriculum content <ul style="list-style-type: none"> • Hormones in Human Reproduction • Puberty • Menstrual cycle • Contraception - hormonal and non-hormonal • Why issues around contraception cannot be answered by science alone • Hormones and infertility | |
| Year 11 | Spring | Science Curriculum content <ul style="list-style-type: none"> • Issues around screening pregnancies • Biological aspects of sex determination | |
| Year 11 | Spring | RPS Curriculum content <ul style="list-style-type: none"> • Attitudes to sex and relationships • Consent • Abuse in relationships • Contraception • STIs • Marriage and divorce • Arranged marriage • Forced marriage • Teen pregnancy and abortion • Sexuality and gender | RPS curriculum and teaching resources |
| | | | |
| | | | |
| | | | |

Appendix 2: By the end of secondary school students should know:

| TOPIC | STUDENTS SHOULD KNOW |
|---|--|
| 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 • What marriage is, including their legal status e.g. 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 • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: 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 (e.g. 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 • 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 • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|------------------|--|
| 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 • The impact of viewing harmful content • That specifically sexually explicit material e.g. 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |
| 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 • 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) |

| TOPIC | STUDENTS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <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, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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/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 |

The Highfield School

Appendix 3: Parent 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

| | |
|---|--|
| Agreed actions from discussion with parents | |
| | |

Please return this form to head@highfield.herts.sch.uk