

Relationship and Sex Education Policy



ST HILDA'S
CE HIGH SCHOOL

WISDOM

HOPE

COMMUNITY

DIGNITY

EQUALITY

Date Policy prepared: 15/6/2021

Governors Committee: Standards and Curriculum

Policy agreed by committee:

Date ratified by governing body:

Date for next review: September 2023

(Unless required sooner due to legislation change)

VALUE			THE POLICY	
Wisdom	Hope	Community	Dignity	Equality
<p>We aim to develop excellent standards of performance and conduct to deliver excellence in all that we do.</p> <p>The policy is designed to: a) help establish the high standards we require: b) help colleagues maintain these standards: c) ensure colleagues understand the process if the standards are not met.</p> <p>A key principal is to prevent and correct rather than punish, to be achieved through support and guidance wherever reasonable in the circumstances.</p> <p>The guiding principal of the policy is to treat each other fairly and reasonably, with respect and courtesy at all times, no matter what the circumstances, consistent with our values.</p>				

Background information

St Hilda's CE High School is a co-educational school. At present, there are over 800 students on the school roll. The students come from the residential areas across Liverpool and reflect the wide social, ethnic and religious nature of these areas. The school has over 50 feeder primary schools.

St Hilda's CE High School believes that the Christian values and our ethos underpin all aspects of teaching and learning of SRE. The values and vision of the school is that everyone are God's children and made in God's image. The fundamental aspects of teaching and learning of RSE within this Christian school is to foster the importance of empowerment, acceptance of everyone and develop skills to stay safe in all aspects of a person's life.

Relationships and Sex Education Policy February 2020

From September 2020 the Government has renamed Sex and Relationships Education - Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education.

1. Aims

The Aims of relationships and sex education (RSE) at our school are to:

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

RSE at St Hilda's is taught in line with our core values of Wisdom, Hope, Community, Dignity and Equality and developed in line with the advice contained within 'valuing all God's Children', published by the Church of England Education Office.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

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

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of policy regarding RSE and make it available to parents on request. This policy complies with the DfES Guidance on Sex and Relationships Education (0116/2000) and the supplementary guidance Sex and Relationships Education for the 21st century 2014.

As a Church of England School we take a faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education¹ (RSE) and Health Education (RSHE). This is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
 2. The draft policy was shared with parents/carers (in view of the COVID-19 pandemic) and any interested parties were invited to complete a set of questions that linked to the survey
 3. All school staff were given the opportunity to look at the policy and make recommendations
 4. We will review what students want from their RSE over the course of the next academic year
 5. The final policy will be shared with governors and ratified
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4. Definition

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.

5. Course content

The RSE curriculum is published on the schools' website with more detailed content of the Relationships and Sex curriculum available on parental request. Our curriculum content will cover the required themes as set out in 'Relationships Education, Relationships and Sex Education (RSE and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'.

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

St Hilda's has used a combination of the Jigsaw Charter and The PSHE Association guidance to develop its own distinct scheme of learning throughout the whole of our 11-16 provision.

Our curriculum is a unique, spiral, progressive and effective scheme of learning for Personal, Social, Health Education aiming to prepare children for life, helping them to know and value who they truly are and understand how they relate to other people in this ever-changing world.

For more information on how Jigsaw PSHE complies and supports the Equality Act of 2010, see this article at <https://www.jigsawpshe.com/jigsaw-articles-3-11/>

(Equality Act 2010. Available at www.legislation.gov.uk/ukpga/2010/15/contents)

RSE curriculum for SEND students

Where possible all students will remain with their class for RSE lessons. Students who are SEND or identified as likely to need SEMH support with RSE will either receive the support within school (SEND department) or arrangements will be made for specific students to receive a differentiated version of the RSE program. The head of Personal Development will liaise with the SENCO and make relevant plans in consultation with parents.

6. Sensitive or controversial topics

During RSE lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer student questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must be applied.

If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.

Teachers should establish a set of ground rules so that young people are aware of parameters.

Students should never be asked to disclose their sexual orientations or personal information about themselves or others.

Teachers and students will show respect for all genders, sexualities and different types of families.

Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the schools safeguarding procedures.

Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will; give attention to relevant issues, again using professional judgement.

HIV/AIDS – informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices, teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.

Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

7. Organisation and delivery

Relationships and Sex Education is taught in years 7-11 via Personal Development lessons. Many aspects of RSE are also addressed by different departments within the school.

All students within the school have equal access to Relationships and Sex Education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities. This is part of the 'spiral curriculum' approach for students of different ages.

Identified SEND students will receive a differentiated RSE program as required.

Teachers and all those contributing to RSE will work within an agreed framework as is outlined in this policy.

We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects best practice.

8. Working with parents / parent's right to withdraw

Parental support is integral to the success of the RSE curriculum. While we have an educational and legal obligation to provide young people with RSE we respect the primary role of the parents in educating their children about these matters.

Our RSE program is detailed on the school website and parents and carers are welcome to explore our

curriculum further by requesting to view the teaching materials.

Parents have the right to withdraw their children from the 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 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher, or someone they designate, will discuss the request with parents and take appropriate action.

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

9. Confidentiality

Effective RSE should enable and encourage students to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussions about talking to parents.

When a member of staff learns from an under sixteen-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding lead, or if a sixteen-year-old student is contemplating having sexual intercourse with a student below the age of sixteen, who will lead on the most appropriate course of action in line with the schools safeguarding policy.

10. The role of Health Professionals in the delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships and Sex programme. Any visitors used to help in the delivery of the RSE programme will be clear about the boundaries of their input and will be aware of the RSE curriculum, relevant school policies and their work will be planned and agreed in advance.

11. Monitoring and evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review and Quality Assurance that apply to all areas of the curriculum. This policy will be reviewed by the Governing body regularly.

It is the responsibility of the Personal Development Co-ordinator to oversee and organise the monitoring and evaluation of the Personal Development delivery, in the context of the overall school plans for monitoring the quality of teaching and learning. Importantly, the overall impact of the RSE programme is evaluated regularly by the Head of Personal Development.

12. Roles and responsibilities

12.1 The governing board

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

12.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

12.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non science components of RSE

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 headteacher. RSE lessons are normally taught by form tutors during the allocated PD sessions.

12.4 Pupils

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

Appendix 1

RSE Programme of Study at St Hilda’s CE High School

St Hilda’s PD — we are the St Hilda’s family, with Jesus Christ as our cornerstone building on foundations of wisdom, hope, community, dignity and equality, we nurture and support one another to be our very best. We rejoice in our diversity and celebrate our many achievements.

	Autumn 1: Hope Health & wellbeing Sep – 22 October	Autumn 2: Equality Relationships 1 Nov – 20 Dec	Spring 1: Community British Values and Citizenship 5 Jan – 18 Feb	Spring 2: Wisdom Health & wellbeing Feb 28 – April 8	Summer 1: Dignity Relationships / BV April 25 th – May 27 th	Summer 2: St Hilda’s Family / Celebration 6 th June – 19 July
	National fitness day 22 September	Black History Month / Anti Bullying Wk 15-19 th Nov / Remembrance Sunday World Kindness Day 13 th Nov / World Disability Day 3 Dec Shoebox / Hampers	10 Jan 1918 women’s suffrage Holocaust memorial day 27 th Jan	Sport relief International happiness day 20 th March	World Red Cross Day 8 th May Christian Aid Week 15-21 May International day of families 15 May Stephen Lawrence Day April	World Environment 5 th June Pride
Year 7	Transition and safety Transition to St Hilda’s / Dreams and goals. Personal safety in and outside school (online), including first aid - IP Presents (each ½ term different year group takes part in whole school event) - Walk a mile	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries Discrimination	Democracy - Distinguishing right from wrong - Contributing positively to our community - Online and media - Contributing to the democratic process	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Diversity Sexuality Tolerance and understanding of different cultures Role of Britain in wider world – environment	SPIRITED ARTS - whole school events - pupils present what they have learned over the year - we celebrate / certificates and prizes
Year 8	Dreams and goals Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use - Walk a mile	Families Marriage, co-habitation and other types of long term relationships Healthy relationships Respect Discrimination Discrimination in all its forms	Democracy - Knowledge of public institutions and services in England - Online and media - Contributing to the democratic process	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies Gambling awareness	Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception Role of Britain in wider world?	SPIRITED ARTS - whole school events - pupils present what they have learned over the year - we celebrate/certificates and prizes
Year 9	Dream and goals Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid - Walk a mile	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Democracy - Separation of powers between judiciary and executive / independ- ence of some bodies - Brexit 1 year on? - Contributing to the democratic process	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	SPIRITED ARTS - whole school events - pupils present what they have learned over the year - we celebrate/certificates and prizes

Year 10	<p>Dreams and goals Healthy Lifestyle The influence and impact of drugs, gangs, role models and the media</p> <ul style="list-style-type: none"> - Walk a mile 	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography / Consent</p>	<p>Democracy - Importance of rule of law - Contributing to the democratic process - Hate crime</p> <p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>	<p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Exploring influence</p>	<p>Diversity Sexuality and gender identity Violence against women and girls</p>	<p>Community Action - whole school events - pupils present what they have learned over the year - we celebrate/ certificates and prizes</p>
Year 11	<p>Dreams and goals Independence Responsible health choices, and safety in independent contexts</p> <ul style="list-style-type: none"> - Walk a mile 	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse / Consent</p>	<p>Democracy - Understanding of importance of identifying and combating discrimination / freedom of the press / Hillsborough – challenging democracy - Contributing to the democratic process</p>	<p>Building for the future Self-efficacy, stress management, and future opportunities</p>	<p>Families Different families and parental responsibilities, pregnancy, abortion, marriage and forced marriage and changing relationships</p>	<p>Community Action - whole school events - pupils present what they have learned over the year - we celebrate/certificates and prizes</p>

This is a working document and is subject to change.

Appendix 2

Parent withdrawal form for withdrawal from the sex part of RSE lessons

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	