

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: Full Governors

Date ratified by governing body: 23rd September 2021

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 \(link to document\)](#)

Appendix 2

[Parent withdrawal form for withdrawal from sex part of RSE lessons \(link to document\)](#)
