



PRESFIELD
HIGH SCHOOL

Relationships and Sex Education Policy

Date Ratified: **20th April 2023**

Date for review: **20th April 2024**

Signed:

A handwritten signature in black ink, which appears to read "M Cooper". The signature is written in a cursive style.

Chair of Governors

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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 and barriers for communication can be overcome
- 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
- Support students with ASC to have a greater understanding of how to advocate for themselves appropriately when in relationships.

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.

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 member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

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. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education which is embedded in Presfields Life skills curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Ethical Studies (AKA Religious Education). Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2. The content of Appendices 2 is an exhaustive list for mainstream settings and as such the content is applied depending on the maturation and level of understanding of the students it is being taught to. Some subject content may not be taught if not deemed appropriate or may cause distress to the individual.

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).

7. Use of external organisations and materials

We will ensure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

Presfield High 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 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:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

We will 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 require from a session and check the photograph permissions list for students who may be intended to have their picture taken before any such action is taken.

Remind staff members that they can say "no" or, in extreme cases, stop a session.

Make sure that a member of staff is in the room during any sessions with external speakers.

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.

7. Roles and responsibilities

7.1 The governing board

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

7.2 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).

7.3 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.

7.4 Pupils

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

8. Parents' right to withdraw

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 3 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 and take appropriate action.

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

9. Training

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.

10. Monitoring arrangements

The delivery of RSE is monitored by Steve Summerfield (AHT) and Cheryl Smith (DSL) the school Designated safeguarding lead through:

Learning walks and lessons observations and the review of subject content through LISC meeting updates or other external consultants when LISC ceases to function..

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems; this policy will be reviewed by SLT annually. At every review, the policy will be approved by the head teacher and the school governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year group	Term	Topic/theme details
Year 7	Autumn	Friendship circle Positive about self Who makes up my family Positive about others What is community Local community
Year 7	Spring	Skills for life Responsibilities What is health What is mental health Self Care
Year 7	Summer	Influence of the Media Bullying Communication Teamwork Winning and Losing
Year 8	Autumn	Community Supporting your community Personal Qualities & Skills Communication

		Mental Health Health Care
Year 8	Spring	Sensory Processing Hygiene Health Care Home safety Relationships and Sex ed and consent Diversity in relationships Racism and homophobia Scams and phishing Personal safety
Year 8	Summer	Leisure pursuits Locally available leisure pursuits New leisure pursuits to try What are drugs? Short and long term impacts
Year 9	Autumn	How to be a good friend online Messages and mixed messages identity Values and what makes a good citizen
Year 9	Spring	D of E
Year 9	Summer	D of E

Year 10	Autumn	<p>Criticism and attitudes</p> <p>Understanding relationships-own behaviour</p> <p>Understanding relationships-different relationships</p> <p>Understanding relationships-behaviour expectations</p> <p>Understanding relationships-formal and informal</p> <p>What is confidence?</p> <p>Building confidence</p> <p>What is self esteem?</p> <p>Building self esteem</p> <p>Assertiveness</p>
Year 10	Spring	<p>Sex Education-puberty</p> <p>Relationships- what different types are there?</p> <p>Personal space</p> <p>Assertiveness.</p> <p>Consent</p> <p>Pornography & its effects</p> <p>STI's</p> <p>Contraception</p> <p>Building confidence and self esteem</p>
Year 10	Summer	<p>College taster sessions</p> <p>Teamwork</p>
Year 11	Autumn	<p>Travel on a bus to get to destination</p> <p>Preparing for an interview</p>

		<p>Personal hygiene and interview clothing</p> <p>Mock interviews</p>
Year 11	Spring	<p>Southport College Visit - Oasis experience and talk</p> <p>Southport College Visit</p>
Year 11	Summer	<p>Post exam recovery</p> <p>Sixth Form Transition</p>
Sixth form	Autumn	<p>Thinking about the future</p> <p>Personal Hygiene</p> <p>Relationships/Sexual Health</p> <p>Conflict resolution and problem solving</p> <p>Using the internet</p>
Sixth form	Spring	<p>Social Strategies</p> <p>Looking to the future (including skills/strengths going forward)</p>
Sixth form	Summer	<p>Dating/Relationships</p>
14-19	Autumn	<p>Personal hygiene</p> <p>Right volume,</p> <p>Speak clearly</p> <p>Instruction vocabulary</p>

14-19	Spring	<p>Reducing risk of illness.</p> <p>questions</p> <p>feeling/opinion</p> <p>group discussion</p> <p>Waiting and distance</p>
14-19	Summer	<p>Please, thank you, excuse me</p> <p>Converse with others</p> <p>Reflection</p> <p>Right speech, right person</p> <p>Follow instructions</p>

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

Topic	Pupils 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

	<ul style="list-style-type: none"> • 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
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)

Intimate and sexual relationships, including sexual health

- 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

Appendix 3: Parent form: withdrawal from sex education within RSE

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	