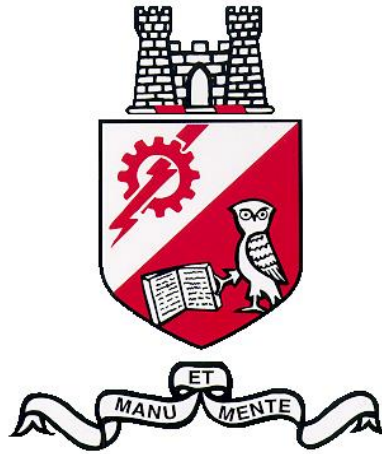


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Relationships and Sex Education Policy

Policy date: September 2022

Signed:
Headteacher

Daniel Leonard

RATIFIED BY THE GOVERNING BODY IN DECEMBER 2022

Signed

Chair of Governors
Adrian Harris

SEX AND RELATIONSHIPS EDUCATION POLICY

Purpose:

The purpose of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Our aim West Hatch is to offer a programme of Relationships and Sex Education that sets information within an atmosphere of care for and trust in one another, and for teachers involved in teaching sex and relationship education to be as sensitive as possible to the differing needs and the rates and directions of development of each student. The curriculum continues to be designed with age appropriate education at the centre of its structure. Our RSE curriculum is further compliant with the 2020 RSE update.

Scope:

Relationships and Sex Education is embedded across our curriculum and should prepare pupils for an adult life in which they can:

- Develop & promote positive attitudes and a moral framework that will guide theirs & others judgements, decisions and behaviour in relation to relationships and sex education.
- Be aware of their sexuality and understand human sexuality. Demonstrate an understanding & acceptance of the sexuality of others.
- Consider the arguments for delaying sexual activity.
- Identify the importance practicing safe sex and be able to offer their understanding on this to others
- Recognise the consequences of their actions and behave responsibly within sexual relationships.
- Have the confidence and self-esteem to value themselves and others, and respect for individual conscience and the skills to judge what kind of relationships they want.
- Communicate effectively.
- Have sufficient information and skills to protect themselves, and where they have one their partner, from unintended/unwanted conceptions and sexually transmitted infections, including HIV & AIDS.
- Avoid being exploited or exploiting others.
- Access confidential sexual health advice, support and if necessary treatment.
- Identify how the law applies to sexual relationships & use this to help inform their behaviour.

By providing high quality RSE, and links with confidential advice and support services the school hopes to contribute to the national Teenage Pregnancy Strategy in the key areas of:

- Delaying the start of sexual activity.
- Achieving a reduction in teenage pregnancy rates and prevalence of sexually transmitted infections (STIs) including HIV.
- Encourage the use of effective contraception by sexually active young people to protect against both pregnancy and STIs.

Moral and Values Framework:

We believe that Policies should reflect the ethos, values and beliefs of the school as a whole and have ensured that this policy links with other relevant Policies including those on Confidentiality, Child Protection, Behaviour (including anti-bullying) and Equal Opportunities.

Content of Sex and Relationships Education Programme:

RSHE provides knowledge and information, encourages the acquisition of skills and the consideration of attitudes and values, which will allow pupils to manage their lives in a responsible and healthy way.

a) Knowledge and information

Main topics covered:

Families

Pupils should know:

- 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

Pupils should know:

- 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.
- What constitutes as domestic abuse and where to seek help.
- 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 the Media

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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.

b) Skills and abilities

Pupils will be helped to develop a range of personal and social skills needed for relationships with family and friends including:

- Negotiation skills- resisting peer pressure and ensuring that the students make the decisions that are best for them
- Emotional skills- managing emotions confidently, developing empathy and building emotional resilience.
- Decision-making skills- managing life dilemmas, assessing risks and making informed choices
- Practical skills- caring for themselves and others, accessing support and advice
- Communication skills- learning to participate effectively, to listen and to ask questions, express emotions, give opinions challenge and be challenged.
- Social skills- developing and maintaining relationships with others, taking responsibility for their own and others emotional and sexual health

c) Values and attitudes

As well as knowledge and information, pupils will be encouraged to consider the importance of the following values:

- Developing positive values and moral framework that will support their decisions, judgements and behaviours.
- Gain an understanding of the range of different social, cultural, ethnic and religious frameworks and their values systems
- Developing a critical awareness of value systems represented in the media and amongst peers
- Recognising that prejudice, discrimination and bullying are harmful and unacceptable
- Understanding that sexual intimacy involves strong emotions, and should involve a sense of respect for one's own and others feelings, decisions and bodies.
- Understanding that all rights have responsibilities and all actions have consequences
- Recognising the value and right to active participation in their learning.

ORGANISATION

a) Planning

The RSHE Co-ordinator has responsibility for the overall planning, implementation and review of the programme.

b) Delivery

Delivery is through:

- Planned aspects within Science, RSHE & Citizenship and Religious Education curricula.
- Addressing moral and ethical issues, which may arise from apparently unrelated topics, in other National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the **RSE** programme and therefore not subject to the parental right of withdrawal.

Delivery will ensure that:

- A safe learning environment is established in which open and non-judgemental discussions can take place about sex, sexual health and sexuality.
- a group agreement is developed to ensure that acceptable boundaries for discussion are identified that safeguard young people and a professionals
- one-to-one work also acknowledges the need for boundaries and supportive frameworks
- respects privacy and confidentiality of young people within the boundaries of child protection and informing young people of these rights.
- methods are used that encourages children and young people to participate in their learning
- links are made between information and advice services

Delivery will ensure that:

c) Teaching approaches

A variety of approaches eg, experiential and active learning techniques, are used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills.

Special attention is given to differentiate teaching so that the needs of all pupils are met wherever possible. These differentiated needs may be in terms of emotional and physical development, life experiences, literacy levels and learning difficulties.

d) Pupil groupings

Pupils are taught in mixed ability and mixed gender groups for the majority of the RSHE programme. However, when there is a specific need (eg sensitivity of the topic), arrangements will be made to teach pupils in alternative appropriate groupings such as single sex groupings.

e) Resources

A wide range of teaching resources to support the delivery of the programme is available for teachers (and for inspection by parents/carers if requested) through the RSHE & Citizenship Co-ordinator.

f) Time available

RSE forms an aspect of the curriculum in every year groups so that there is progression in learning appropriate to the needs and maturity of the students. Our RSE programme is delivered during curriculum time for KS3. 30 minute sessions twice a week are used to deliver the programme to KS4.

g) Assessment, Monitoring and Evaluation

Lessons are planned using formative and summative assessment to ensure that the pupils identify and reflect on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways and may involve self-review, peer assessment as well as a range of teacher assessed tasks.

Teachers also have the opportunity to reflect on the current resources and what they have learned from the programme and are involved in its regular review and improvement.

SPECIFIC ISSUES

Staff, parents/carers, pupils and relevant external agencies need to understand the schools' procedures on any of the following issues should they occur.

a) Special Educational Needs

As far as possible pupils with Special Educational Needs follow the RSHE curriculum recommended for all pupils in the school. Careful consideration is given concerning the level of learning and differentiation needed, and in some cases the content or delivery will be adapted. In general, the outcome should be the same as for all pupils but attainment levels may be different. The lessons tie in with the school's Behaviour Policy especially regarding acceptable and unacceptable behaviour. Attention is particularly given to developing skills for resisting peer pressure and activities designed in a way that take account of literacy capabilities.

b) Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential especially if it concerns possible physical or sexual abuse, but that their best interests will be maintained at all times. Pupils will be told beforehand if confidentiality is to be broken and the reasons why and what course of action will happen next. At the same time pupils will be offered sensitive and appropriate support. All child protection cases will be dealt with using the normal Child Protection Procedures.

The following procedures will be adhered to by all adults:

i. Disclosure or suspicion of possible abuse –

The school's Child Protection Procedures will be invoked and will involve the member of staff talking to the school's Child Protection Co-ordinator first to clarify what needs to happen next (see Child Protection Policy).

ii. Disclosure that a student under the age of 16 is having or contemplating having sex –

The member of staff should:

- Wherever possible encourage the young person to talk to their parent/carers;
- Ensure that any child protection issues are addressed;
- Ensure that the person is adequately counselled and informed about contraception and safer sex, including providing information about where young people can access specific advice and contraception services.

iii. Disclosure that a student is pregnant –

If the student is under 16:

- The member of staff should follow the school's Child Protection Procedures and initially inform the Child Protection Co-ordinator Link. The CPC will then contact the local authorities Teenage Pregnancy Linkworker to decide whether the Social Services Department and/or Police should be involved and to identify the range of local support and options available. This will mean that sensitive information is not communicated to a range of school staff and that any pregnant pupil receives reliable, consistent information and advice.

If the pregnancy continues, the potential parent(s) will be supported by the Teenage Pregnancy Reintegration Officer to continue with some form of education/training.

If the student is over 16:

- She should be advised on what local support there is available.

Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils, but in a classroom situation they must follow the school's Confidentiality Policy.

Outside the teaching situation, health professionals can:

- Give one-to-one advice or information to a pupil on a health-related matter including contraception; and
- Exercise his or her own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

c) Relationships and Family Life

Pupils are required to learn about the nature of marriage and its importance for family life and the bringing up of children. The school recognises that there are also strong and mutually supportive

relationships outside marriage. Staff will therefore approach this topic by emphasising the significance of stable relationships as key building blocks of community and society, with an emphasis on stability, respect, caring and support within relationships.

d) Parental Partnership

We know that the vast majority of parents support the school's RSE provision and are pleased that we are sharing the responsibility of RSE with them. We also hope to allay any fears or concerns they may have about the Policy or Programme.

However, under the Education Act 1996 and the Learning Skills Act 2000 parents have a right to withdraw their children from Sex Education of the RSE programme, except from those parts included in the statutory National Curriculum. Parents wishing to exercise this right are asked to make an appointment with the Deputy Headteacher to discuss the issues. If this is not possible, parents are required to put this withdrawal in writing before it can be acted upon. (Once a child has been withdrawn they cannot take part without written parental permission). The school will make alternative arrangements for any such pupils.

There is no right to withdraw children from Relationships Education as part of the RSE programme. The contents of these subjects are areas such as family, friendship, safety (including online safety).

Furthermore the RSHE department has consulted with parents prior to reviewing the policy to identify concerns and areas which may require extra support. Within this parents been asked to voice any areas which they feel are of particular importance so that we as a school can ensure our curriculum is tailored specifically to our community. We feel it is vital that parents have the skills, knowledge and confidence to take on an active role in supporting the school with our delivery of RSE to their children.

e) Use of outside visitors to support the programme

The school uses a variety of visitors from the community to complement and enrich the RSE programme. It is the RSE programme co-ordinators' and teachers' responsibility to ensure that:

- Outside visitors are clear about the boundaries of their input;
- The purpose and the role of the outside visitor within Relationships and Sex Education is clear;
- Outside visitors are aware of the planned curriculum and relevant school policies, including Confidentiality, and will abide by them;
- The aims and objectives of any session using outside visitors are clear, as well as the values framework within which they will work;
- The way they will work with the classroom teacher is planned and agreed;
- Lines of accountability between the visitor and the school have been made explicit;
- Learning outcomes are identified;
- Assessment opportunities are identified.

f) Complaints procedure

Any complaint about the RSE Curriculum should be made to the Headteacher who will report if necessary to the Governors.

MONITORING EFFECTIVENESS OF THE RSE POLICY

Effectiveness of the Whole School Policy will be monitored by the Assistant Head teacher for School Improvement and the RSHE & Citizenship Co-ordinator in consultation with a range of people from the school community, and take account of any relevant OFSTED Inspection comments.

The Policy will be monitored annually. The RSE Programme will be monitored and changes made where appropriate to ensure a high quality of provision is received by all our students. The most recent review took place in September 2022

RSHE coordinator – Louise Elliot

DSL – Anjala Sharma

DDSL – Mary Bolashodun (KS3), Michelle Titus (KS4), Rob Tester, Jamie Howell