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Relationships and Sex Education Policy

Review date:	9th November 2022
Approved by:	Board of Trustees
Next review date:	Autumn 2024
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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 - Respect

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene - Responsibility

> Help pupils develop feelings of self-respect, confidence and empathy – Respect

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

This relates to our mission statement: West Hill School aims to develop **confident** and ambitious young men, **equipped with the skills** and qualifications to thrive in a changing world.

This policy also relates to our values: "**Respect, Responsibility** and Readiness constantly influence positive actions and behaviours."

" It is a school that promotes a positive mind-set in which our young men develop into **independent**, lifelong learners"

2. Statutory requirements

This policy has been written to ensure the school is fully compliant with statutory requirements that apply as of September 2022. As a secondary academy school we must provide RSE to all pupils 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 the 2019 statutory guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At West Hill School we teach RSE as set out in this policy.

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 provide feedback on this policy via an online survey and were invited to attend a meeting about the policy if they chose to do so.

4. Pupil consultation – we investigated what exactly pupils want from their RSE through pupil voice and a pupil focus group.

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

The Individual Development Programme is designed to give our pupils the skills that are required to stay safe and healthy whilst preparing them for life in the modern world. All boys receive 1 timetabled hour per week at KS3, 20 lessons in Years 10 and 10 lessons in Year 11. Such curriculum time gives us the space to offer a broad curriculum that goes beyond statutory requirements and underscores the importance we place on ensuring that all pupils are prepared for the physical, emotional, social and financial challenges that they may encounter throughout their lives.

RSE is taught to each year group in predominantly mixed ability groups by qualified teachers who understand the need to differentiate resources accordingly for those students with SEND. Where students are working 1-2-1 with learning support SRE teachers will liaise directly with learning support to ensure that these pupils receive the same provision as all other students.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum known as IDP (Individual Development Programme). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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).

> The programmes also includes drugs education and there may be stand-alone sessions delivered by trained health professionals. If staff have any concerns the impact of legal or illegal substances on pupils or their families then the following document is to be referred to: Drugs guidance 2012

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board (trustees)

The trustees 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 any non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Responding to the needs of individual pupils. This includes ensuring lessons are accessible to all pupils including those with SEND.

> Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 Head of IDP in the first instance.

There is a core of staff who teach the SRE element of IDP. However, it is not always possible to keep staffing consistent from year to year.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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.

Parents will be given the opportunity to discuss the RSE themes, examine schemes of work and look at examples of current pupils' work and raise specific concerns they may have with the Head of IDP.

When parents are fully informed, we find that most parents decide that their child can follow the programme of study – int his way we are attempting to ensure that there is not a barrier to learning.

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

9. Training

All staff are offered training annually on the delivery of RSE. This is currently provided by Tameside MBC.

It may also be appropriate at times to 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 the Head of IDP and the line manager of IDP through:

This may include reviews of schemes of work, scrutiny of pupil books, lesson observations, pupil voice and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years by the Board of Trustees unless there are any national changes which require the policy to be updated sooner.

Relationships and sex education curriculum map from September 2022

| Year 7 | 1 Trust and respect
2 Positive and healthy friendships
3 Bullying
4 Healthy relationships
5 Marriage and other long-term relationships
6 Understanding drugs
7 Tobacco: risks and influences
8 Alcohol and risk
9 Staying safe: e-safety
10 Staying safe: e-safety | • That there are different types of committed, stable relationships
• How these relationships might contribute to human happiness and their importance for bringing up children
• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend 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.
• 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
• 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
• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming.
• 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 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
• 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 |

Year 8	1 Prejudice and stereotypes	• 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)
	2 Sexual orientation and gender identity	• 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
	3 Equal rights	
	4 Body image	
	5 First aid	
	6 CPR and defibrillators	
	7 Drugs: Exploring attitudes	
	8 Drugs: The law and managing risk	
	9 Drugs and their effects: alcohol and cannabis	
	10 Drugs and alcohol: managing influence	

| Year 9 | 1 The law
2 Healthy intimate relationships
3 Pregnancy
4 Consent
5 Contraception
6 STIs
7 Teenage Pregnancy
8 HIV & AIDS
9 Sex: Alcohol and drugs
10 Peer pressure | • The concepts of, and laws relating to, sexual consent , sexual exploitation, abuse, grooming, coercion, harassment, rape, 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)
• 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
• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
• 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 |

| Year 10 | 1 Parenting
2 Staying safe: Thinkuknow
3 Testicular cancer
4 Mental health
5 Gambling
6 Drugs: substance use and risk
7 Drugs: Talk to Frank
8 Drugs: Running the Lines | • 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

• 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 |

| Year 11 | 1 Sexual harassment and violence
2 Respectful relationships
3 Pornography
4 Knife free
5 Time management | • 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
• Practical steps they can take in a range of different contexts to improve or support respectful relationships
• 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
• The concepts of, and laws relating to domestic abuse, forced marriage and how these can affect current and future relationships
• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
• 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 |

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

TOPIC	PUPILS SHOULD KNOW
Families	• 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	• 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	PUPILS SHOULD KNOW
Online and media	• 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	• 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	PUPILS SHOULD KNOW
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	