



GREAT SANKEY HIGH SCHOOL

Relationships & Sex Education (RSE) Policy

Senior Leader Responsible: Mr P Masher

Date of approval by Governors: May 2017

Next review date: May 2019

Great Sankey High School Mission Statement

The Great Sankey learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.



Great Sankey High School Values	How this policy addresses these values
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Achievement is for all: be inspired by your school experience.	<i>We are confident that our RSE provision fulfils the comments made by Education Secretary Justine Greening in March 2017, when discussing the development of a potential new framework; "RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain." (Page 5)</i>
Enjoyment for all: be happy and encouraged to participate.	<i>When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions, so each person feels comfortable and encouraged to participate fully. (Page 7)</i>
Well-being: feel safe, be supported and have a champion.	<i>Form tutors generally deliver RSE with support from professionals where appropriate. Form tutors work closely with their students over a number of years and we believe that, through the relationships built, they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances and are in the best position to support each student.(Page 9)</i>
Personalised Learning: receive regular feedback on your progress and next-steps guidance.	<i>Representatives from outside agencies provide a varied and engaging sex education delivery as part of our RSE programme. Public Health – School Nurse and Warrington Youth Service (Risky Behaviours Programme), provide qualified professionals to guide students in areas such as contraception, emotions, healthy relationships and practicing safe sex and signpost them to additional support where necessary.(Page 7)</i>
High Standards and Expectations: seek challenging, meaningful and manageable learning.	<i>Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established in accordance with our usual expectations which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. (Page 7)</i>
A pride and place in our community: take responsibility and act as role models and good citizens.	<i>To ensure that aspects of sexual behaviour should not be dealt with in isolation nor isolated or artificially distanced from issues concerning physical and emotional relationships, family life and parenthood. It is important that students appreciate that their own sexual development carries implications of physical and moral responsibility. (Page 5)</i>
Life-long learning: have guided future pathways and develop independence and wider employment skills.	<i>RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It occurs both within PSHE lessons / events, as well as other parts of the curriculum (e.g. Science / RS). It is not about the promotion of sexual orientation or sexual activity, but rather the promotion of mature, healthy, respectful choices based on informed understanding. (Page 7)</i>
Mutual respect: be polite, tolerant of others and celebrate diversity.	<i>Students will... Be respectful to other students and sensitive to their individual view points, whilst demonstrating a tolerance towards the diversity across our community and recognising this as a strength of our community. (Page 9)</i>
Confidence: develop resilience, self-belief and aspiration.	<i>Our RSE programme aims to prepare students for an adult life in modern Britain, where they can: Develop positive values and a moral framework that will guide their decisions, judgements and behaviour. Have the confidence, resilience and self-esteem to value themselves, and others, and the skills to judge what kind of relationship they want. (Page 6)</i>
Shared vision: have a voice and access to leadership opportunities.	<i>Teachers who deliver RSE to have an opportunity to feedback on RSE provision through House / Year meetings. Students' views on the programme, their needs and their learning are also canvassed through student voice activities throughout the year. This is used to promote and inform discussion at each year in order to ensure that lessons, units and schemes of work are effective (Page 10)</i>

Rationale: What is Relationship and Sex Education (RSE)?

Great Sankey High School agree with the **DFES Sex & Relationship Education Guidance (July 2000)**, which states that Sex & Relationship Education is; *“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.”*

In addition to the above, we recognise the ever changing landscape associated with Relationships and sex education, especially the role of social media and modern technology, alongside the risks and challenges our young people now face including online pornography, sexting and staying safe online.

We are confident that our RSE provision fulfills the comments made by Education Secretary Justine Greening in March 2017, when discussing the development of a potential new framework; *“RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain.”*

1. Aims and Objectives:

- To ensure that aspects of sexual behaviour should not be dealt with in isolation nor isolated or artificially distanced from issues concerning physical and emotional relationships, family life and parenthood. It is important that students appreciate that their own sexual development carries implications of physical and moral responsibility.
- To provide students with knowledge about loving relationships so that they can appreciate the value of stable family life, marriage and parenthood. Sexuality is, therefore, placed in a moral as well as physical context in order that responsible and healthy attitudes can be nurtured.
- To develop positive awareness and attitudes regarding relationships via curricular input tailored to the age and understanding of students.
- To provide students with knowledge about human reproduction.
- To discuss sensitively such issues as contraception, abortion, H.I.V. and A.I.D.S. in a way which provides balanced factual information and acknowledges the major moral and ethical issues involved.
- To provide information about sexuality and the law.
- Don't assume that all students are heterosexual or that there are no trans students in the class.
- To include examples and information that are relevant to LGBT young people when talking about issues such as relationships, consent and safe sex.
- To explain that everyone has a sexual orientation and gender identity and that everyone is different.
- To encourage **all** students to feel positive about themselves and their bodies.
- To empower students to challenge gender stereotypes and to explain the differences between biological sex and gender.
- To raise an awareness of the emotional and physical risks of becoming sexually active before they are legally and emotionally ready.
- To provide accurate information on Contraception and Sexually Transmitted Infections.
- To explore sexuality and impact of gender roles and expectations.
- To discuss perception and expectation of media influences on body image and potential negative impact on a young person.
- To discuss the link between self-respect and self-esteem and emotional well-being.
- To provide the knowledge to look for qualities in themselves that they feel should be valued by others.
- To encourage students to have the confidence amongst their peers to make their own decisions.

- To explore the risks and challenges a young person may face linked to modern technology, including online pornography, sexting and staying safe online.

All parents have the right to withdraw their child from all or part of the Sex and Relationship Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements if parents chose to withdraw students from RSE Education in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity and are also welcome to review any RSE resources we use to deliver RSE.

1.1 Main Elements of RSE

Our RSE programme aims to prepare students for an adult life in modern Britain, where they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence, resilience and self-esteem to value themselves and others and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

In order to achieve the above, we recognise that there are three main elements to the presentation of our policy. Under each heading is a guide as to where in the curriculum each component is addressed.

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life, marriage and stable relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making.
- Challenging myths, misconceptions and false assumptions about typical behaviour

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning the value of respect, love and care
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict

- The ability to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- Learning about and understanding physical development (at appropriate stages)
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national health advice and support services available
- Learning the reasons for delaying sexual activity and how to avoid unplanned pregnancy

1.2 How is RSE delivered at Great Sankey High School?

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It occurs both within PSHE lessons / events, as well as other parts of the curriculum (e.g. Science / RS). It is not about the promotion of sexual orientation or sexual activity, but rather the promotion of mature, healthy, respectful choices based on informed understanding.

Wherever possible, students take an active role in their learning. A variety of methods are used:

- Discussions and debates
- Use of current news stories
- Group work and presentations
- Research
- ICT (websites controlled by teachers)
- Personal reflective writing
- DVDs/digital media
- Outside speakers / External agencies (e.g. school nurse; WYS – Risky Behaviour Programme)

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established in accordance with our usual expectations which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions, so each person feels comfortable and encouraged to participate fully. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Representatives from outside agencies provide a varied and engaging sex education delivery as part of our programme. Public Health – School Nurse and Warrington Youth Service (Risky Behaviours Programme), provide qualified professionals to guide students in areas such as contraception, emotions, healthy relationships and practicing safe sex and signpost them to additional support where necessary.

1.3 Teaching Strategies used in delivering RSE:

It is good practice to set out ground rules to help create a safe learning environment in which students do not feel anxious or embarrassed by ensuring the following:

- Teachers/health professionals will not have to answer personal questions
- Everybody is to be treated with respect and have an opportunity to ask questions / comment on issues
- No student will be forced to take part in a discussion
- Students will be encouraged to use the correct anatomical name for body parts
- Meaning of words will be explained in a factual way

- Teachers will use distancing techniques which involve depersonalising discussion and using role play to 'act out' situations.
- As part of the annual training, teachers will be given information on how to respond to difficult questions.

The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:

a) Acknowledge the question and promise to speak to the student later on an individual basis

and/or

b) In consultation with the Head of House refer / signpost the student to an appropriate agency – for example, the school nurse.

1.4 Specific factors to consider / confidentiality when teaching Relationship and Sex Education:

Teachers are in a position of trust and are expected to work within the agreed parameters of this document.

Teachers must be aware of our Safeguarding Policy as the teaching of RSE may raise the sensitive issue of abuse and / or other safeguarding concerns. If in doubt, speak to your Head of House / member of the Safeguarding Team

Disclosures from students may take place and they should be reassured that their best interests will be maintained and any items deemed to be a safeguarding concern will be shared with the relevant Head of House / Safeguarding Team.

Students will be encouraged to talk to their parents /carers. They should be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform a member of the Safeguarding Team (See GSHS Safeguarding Policy for information).

1.5 Disclosure of pregnancy and / or sexual health issues:

Great Sankey High School will, through the Designated Safeguarding Lead / Head of House:

- Talk to the student and listen to their situation / their hopes and fears.
- Encourage them to tell their parents and agree when that will happen.
- If the student feels unable to tell their parents/carers but gives permission for the school to do so, parents will be contacted as soon as possible.
- If the student refuses to inform their parents/carers they will be referred to the School Health Adviser, Sexual Health Service or GP.
- If any child protection issues arise the Designated Safeguarding Lead will be notified.
- Monitor the student and offer them on-going support and identify any further issues that have arisen.
- If a student decides to continue with the pregnancy they should be advised that the Headteacher and the nominated LA officer will need to be informed so that arrangements can be made for her continuing education.
- The Headteacher should ensure that the pregnancy is dealt with sensitively by teachers and arrange for an internal risk assessment to be completed with the student.
- Offer support to the father too if he is a student at Great Sankey High School.
- The Designated Safeguarding Lead / Head of House will ensure as much support and continuity of education as possible and liaise with parents/carers when the student leaves school to give birth.
- If the young person suffers a miscarriage or takes up a termination, ensure that they are offered some form of internal support / referral to the school counsellor.

2. Roles and Responsibilities:

2.1 The Head teacher will ensure that:

- All statutory elements of the RSE curriculum are delivered
- The amount of time provided for teaching RSE is adequate and is reviewed by the governors' annually.
- The governing body is advised on statutory targets in order to make informed decisions.

2.2 The governing body will ensure that:

- They oversee, review and organise the revision of the Sex and Relationship Education Policy.

2.3 The PHSE Coordinator will ensure that:

- Long term planning is in place for all courses. Such schemes of work will contain curriculum detail on: context, expectations, learning objectives, learning outcomes, learning activities, differentiation and resources.
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course.
- Keep up to date with developments in and changes to the RSE curriculum
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs for staff to deliver effectively

2.4 Teaching staff and learning support staff will:

- Ensure that the school's curriculum is implemented in accordance with this policy.
- Form tutors generally deliver RSE with support from professionals where appropriate. Form tutors work closely with their students over a number of years and we believe that, through the relationships built, they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances and are in the best position to support each student.
- The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

2.5 Students will:

- Be treated as partners in their learning, contributing to the design of the RSE curriculum.
- Have their individual needs addressed, both within the school
- Be treated with sensitivity and supported around their ideas of sexual orientation and identity
- Receive co-ordinated support to enable them to make the appropriate decision around their identity, sexuality, relationships and sexual health.
- Be respectful to other students and sensitive to their individual view points, whilst demonstrating a tolerance towards the diversity across our community and recognising this as a strength of our community.

2.6 Parents and carers will:

- Be consulted about their children's learning in RSE
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs
- Be informed about the RSE curriculum
- Have the right to take ownership of this kind of education

- Have the right to withdraw their children from all or part of the relationship and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements if parents chose to withdraw students from RSE Education in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity and are also welcome to review any RSE resources the school uses.

3. Monitoring and Evaluation

It is the responsibility of the SLT Lead (Pastoral) and PSHE Co-ordinator to oversee and organise the monitoring of RSE.

They ensure that:

- Courses, staffing, timetabling and resources are all in place
- Relevant policies are reviewed annually and amended as a result of feedback and reflect current practice
- Students and staff are consulted about the relevance of the programme
- The courses are reviewed regularly
- Samples of students' work are examined

Teachers who deliver RSE to have an opportunity to feedback on RSE provision through House / Year meetings. Students' views on the programme, their needs and their learning are also canvassed through student voice activities throughout the year. This is used to promote and inform discussion at each year in order to ensure that lessons, units and schemes of work are effective.

The Personal Development Curriculum and RSE offer will be reviewed regularly as part of the school's QA cycle and in accordance with school specific and local data from Public Health / School Nurse.

The governing body will review this policy at least once every two years year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school

4. Linked documents

- Safeguarding policy
- Behaviour for Learning policy
- Personal Development policy
- Equality policy

5. Appendices:

Sex and Relationship Education Guidance, DfEE (0116/2000), July 2000

Relationships and sex education (RSE) for the 21st century - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000), Brook (www.brook.org.uk) the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk)