



Relationship and Sex Education Policy



Date Agreed: January 2020

Review Date: July 2021

COMMITTED TO
EXCELLENCE

GREENSHAW HIGH SCHOOL

POLICY ON RELATIONSHIP & SEX EDUCATION (RSE)

Rationale and ethos

Greenshaw High School believes in equal opportunities for everyone. All members of the school are expected to show consideration for all fellow members. It seeks to promote a caring environment in which the young person receives an education towards self-fulfilment and self-awareness. It is within this context that all pupils are entitled to an age-appropriate relationship & sex education (RSE) programme as an integral part of our whole school PSHE programme.

RSE encompasses the developing of adolescents in matters concerning human relationships and sexual activity based upon a comprehensive programme of study; embracing moral, spiritual, cultural values, attitudes and behaviour as well as knowledge in line with the school ethos. The lessons do not encourage early sexual experimentation, they teach young people to understand human sexuality, respect themselves and others and to understand the law. Greenshaw recognises that parents have a vital role to play in this matter and that this policy must be seen as a working partnership between home and school.

Aims

1. To provide a safe environment where questions of a sexual nature can be asked and answered openly without embarrassment and to encourage mature attitudes to natural bodily functions.
2. To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
3. To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent assertive decision-makers.
4. To promote healthy relationships and the idea of mutual responsibility within these relationships.
5. To enable pupils to develop the ability to form positive, non-exploitative relationships.
6. To promote self-respect and to help young people to understand that they have rights and should have control over who touches their bodies and to offer strategies for dealing with such situations.
7. To counter misleading information and challenge attitudes.
8. To provide up to date information regarding the law and sexual behaviour.
9. To provide students with the knowledge, confidence and skills to avoid unintended teenage pregnancies.
10. To develop an understanding of the implications and responsibilities of parenthood.
11. To challenge attitudes and beliefs around gender/ sexual behaviours.
12. To ensure RSE fosters gender equality and LGBT+ reducing stigma and discrimination.
13. To raise awareness of the health risks associated with sexual activity, including HIV/AIDS.
14. To inform pupils of where they can go for further information and advice.

Roles and responsibilities

Members of staff responsible

Head of PSHE, Head of Science, Designated Safeguarding Lead.

The Head of PSHE and Science are responsible for the planning of the RSE provision and are responsible for ensuring its effective delivery.

Support for staff is provided by Heads of Department through up to date and appropriate high quality resources/ training/ policy and guidance changes.

The provision is reviewed year by the Head of PSHE and Science. Students will also be influential in adapting and amending the curriculum through student voice and evaluations.

Implementation and curriculum design

RSE is taught in Science and PSHE at Greenshaw High School. The statutory guidance states that from 2020 all schools must deliver a RSE programme. RSE is taught within the National Science Curriculum. **See appendix 1.** The PSHE programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination.

The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life. An overview of the learning in each year group can be found in **appendix. 2**

At Greenshaw High School we support pupils in developing confidence in talking, listening and thinking about RSE. We establish a safe learning environment through ground rules (**see appendix 3**) and student questions can be raised anonymously through a question box.

SEND

The RSE curriculum is inclusive and meets the needs of all our children. Careful consideration is given concerning the level of learning and differentiation needed, and in some cases the content or delivery will be adapted, in consultation with the Special Educational Needs Department. The Speech and Language staff will supplement the SRE of the students with whom they work, guided by the individual needs of the group; this additional work will usually focus on the social skills connected with relationships.

Safe and effective practice

Children withdrawn from classes

Parents/ carers are notified of RSE via a letter and have the right to withdraw their children from some or all of sex education. However, parents do not have the right to withdraw their child from the relationship elements of the RSE curriculum or those which are included in the National Science Curriculum. Parents are informed annually of the provision as appropriate and can apply to the Headteacher for permission to withdraw their child(ren) and will be invited to discuss the concerns they may have.

If a child wishes to receive sex education rather than be withdrawn, the school will make arrangements, only if the child is up to and until three terms before the child turns 16.

Working with Parents

Pupils will be encouraged to discuss RSE topics with their parents. Whether in the class or outside, they will be expected to use only language that is respectful of and supportive towards others. Parents/ carers are encouraged to contact the school about the policy and any queries should be addressed to the Headteacher.

Working with outside agencies/ visitors

Guest speakers may be invited to support the curriculum; a teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Child protection and safeguarding

Teachers are aware that effective RSE brings an understanding of what is and what is not appropriate in a relationship. We also recognise that the teaching of sensitive subject matter could lead to a disclosure of a child protection or safeguarding issue. If this is the case, then teachers will follow the Child Protection policy and consult with the designated safeguarding lead.

Dissemination of the policy

All members of the Governing Body, members of the teaching staff, parents and pupils have been consulted in the writing of this policy.

The RSE policy links to the following policies:

Child Protection and Safeguarding Policy

Confidentiality policy

Supporting Students with Medical Conditions

Procedure for policy monitoring and evaluation

The policy will be reviewed regularly in consultation with the Governing Body, staff delivering the programme and students.

Date of Review

This policy will be reviewed in July 2021.

As part of effective provision, the RSE policy will be reviewed every 2 years to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current DfE advice and guidance.

APPENDIX 1

National Science Curriculum – Key Stage 3:

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details Science 61 of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Heredity as the process by which genetic information is transmitted from one generation to the next.

National Science Curriculum - Key Stage 4:

Describe the role of hormones in human reproduction including the control of the menstrual cycle.

Explain the interactions of FSH, LH, oestrogen and progesterone in the control of the menstrual cycle.

Explain the use of hormones in contraception and evaluate hormonal and non-hormonal methods of contraception.

Explain the use of hormones in modern reproductive technologies to treat infertility.

Explain some of the advantages and disadvantages of asexual and sexual reproduction in a range of organisms.

Describe sex determination in humans using a genetic cross.

APPENDIX 2

	Relationship Education	Sex Education
Year 7		<p>Describe the changes that happen to boys and girls during puberty.</p> <p>To be able to understand feelings as they change during puberty.</p> <p>Understand that everyone's experience of puberty varies and identify who to talk to for reassurance</p>
Year 8	<p>To explore four dimensions of maturity</p> <p>To clarify personal values</p> <p>To identify important personality & character qualities in others</p> <p>What makes a good relationship</p> <p>Attractions and starting relationships</p> <p>What is the difference between love & infatuation?</p> <p>What are the 7 principles of a SMART relationship</p> <p>How healthy is the relationship? Comparing a healthy and unhealthy relationship</p>	<p>Be able to compare sexual reproduction in different animals and identify how they are adapted to their habitats</p> <p>Recognise that puberty is an important and necessary stage in the human life-cycle</p> <p>Know that physical variation between people is normal and that the media tend to show a limited range of body types</p> <p>Know the structure and function of the human reproductive system</p> <p>Understand the role of hormones in fertility – the production of sex cells: sperm and eggs</p> <p>Know the route from production to fertilisation that is followed by the human male and female sex cells</p> <p>Understand how changing hormone levels create the key phases of the menstrual cycle</p> <p>Know the sequence of processes leading to conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development</p> <p>Know where to seek help for a problem with adolescent health</p>
Year 9	<p>Identify the qualities of positive friendships and a range of situations that can cause conflicts</p> <p>Consider different dynamics in relationships and begin to notice how power and gender can impact on relationships</p> <p>Recognise specific relationship behaviours which are healthy or abusive</p> <p>Describe strategies for dealing with challenges in relationships</p> <p>Know where and how to access support and help with relationships</p> <p>Recognise that love can evoke powerful emotions</p> <p>Consider some of the conflicts and demands that can arise in long-term relationships</p> <p>Identify forms of relationship abuse</p>	<p>Develop a broad understanding of 'sex'</p> <p>Know that sexual feelings are normal and driven by human biology</p> <p>Know some of the ways that people experience sexual pleasure and that this is not the same for everyone</p> <p>Appreciate that sex and sexual activities should be enjoyable for both partners</p> <p>Understand what the law says about pornography and how it relates to young people</p> <p>Know that pornography does not represent reality and can reinforce inequalities</p> <p>Be aware of a range of factors that may affect decisions to do with sex, including alcohol</p> <p>Develop self-awareness of factors that are important for a safe and comfortable sexual relationship</p> <p>Recognise that the ability to communicate about contraception that will support good sexual health including enjoyable relationships</p> <p>Develop a personal concept of 'readiness' for sexual intimacy</p> <p>Understand that sexual norms and attitudes change over time</p> <p>Recognise the impact of stigma and discrimination on people's lives</p> <p>Know that human rights include rights in relation to human sexuality including sexual orientation</p> <p>Know what female genital mutilation (FGM) is and some of the health implications of FGM. Consider some of the reasons why FGM happens. Have a basic understanding of FGM and the law</p> <p>Understand what sexual consent means and why it is so important</p> <p>Know that sexual consent requires choice, freedom, and capacity</p> <p>Understand the legal age of consent</p> <p>Understand how contraception prevents conception</p> <p>Identify some advantages and disadvantages of types of contraception</p> <p>Know that emergency contraception can be used after sex but is less effective the later it is taken</p> <p>Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health</p> <p>Be able to use a condom correctly</p> <p>Understand how different types of sexually transmitted</p>

		<p>infections (STIs) can move from one person to another and how transmission can be prevented</p> <p>Be able to identify risks of STI transmission in relation to different sexual activities</p> <p>Understand that there is treatment available for STIs but not all can be cured</p>
Year 10		<p>Recognise that the ability to communicate about contraception that will support good sexual health including enjoyable relationships</p> <p>Develop a personal concept of 'readiness' for sexual intimacy</p> <p>Understand how contraception prevents conception</p> <p>Identify some advantages and disadvantages of types of contraception</p> <p>Know that emergency contraception can be used after sex but is less effective the later it is taken</p> <p>Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health</p> <p>To be able to use a condom correctly</p> <p>Understand how different types of sexually transmitted infections (STIs) can move from one person to another and how transmission can be prevented</p> <p>Be able to identify risks of STI transmission in relation to different sexual activities</p> <p>Understand that there is treatment available for STIs but not all can be cured</p>
Year 11		<p>What is DV</p> <p>What is rape</p> <p>Recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>Understand strategies to manage strong emotions and feelings in relation to DV</p> <p>Understand the impact of psychological abuse</p> <p>Access a variety of support services</p> <p>Develop a personal safety plan</p> <p>What counts as consent</p> <p>How does the law define consent</p> <p>What is the legal age of sexual consent</p> <p>What is a sexual offence</p> <p>How does sexting and other self-made images and messages of a sexual nature raise issues of safety, privacy, peer influence and personal responsibility</p> <p>Why do sexual double standards exist</p>

APPENDIX 3

- Everything we discuss remains in the class.
- No one will have to answer a personal question.
- No one will be forced to take part in a discussion.
- If anybody asks a question, nobody laughs.
- Correct language for male/ female sex organs, sexual intercourse/ activities will be used.
- Available to answer questions after session or use the question box to ask a question anonymously.