



# Relationship and Sex Education Policy



Date Agreed: February 2022  
Date of next review: October 2024

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-fulfillment 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 an age appropriate, factual and 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 educate pupils about harmful sexual behaviours both in person and online and how these can be reported.
15. 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.

It is important that we implement our RSE curriculum consistently throughout the school and provide effective provision throughout classrooms. To ensure this, our lesson plans have been based upon the PSHE Programme of Study, parental consultation and pupil voice to tailor our programme to match the different needs of our pupils and community. There is consistent use of correct terminology and support/ training is available for staff who require guidance on difficult topics.

### **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 RSE 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. They can request access to resources and information developed in lessons. The school will do everything they can to ensure parents/ carers are comfortable with the education provided. Parents/ carers have the right to withdraw their children from some or all of sex education delivered as part of Statutory RSE. 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. The school will discuss with parents the benefits of receiving this important education and any detrimental effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the class, rather than what was directly said by the teacher. Once discussions have taken place, except in exceptional circumstances the school will respect the parents request up to and until three terms before the child turns 16.

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**

We have a proactive and planned approach to involving guest speakers to support and develop 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 October 2024.

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 and sex education (RSE)

Statutory Guidance	Our Curriculum
<b>Families</b>	
<ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li></ul>	Year 9 Families Year 9 Positive Choices
<ul style="list-style-type: none"><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li></ul>	Year 9 Families Year 9 Positive Choices
<ul style="list-style-type: none"><li>• 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.</li></ul>	Year 9 Families
<ul style="list-style-type: none"><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li></ul>	Year 9 Families
<ul style="list-style-type: none"><li>• the characteristics and legal status of other types of long-term relationships.</li></ul>	Year 9 Families
<ul style="list-style-type: none"><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li></ul>	Year 9 Positive Choices
<ul style="list-style-type: none"><li>• 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.</li></ul>	Year 9 Positive Choices Year 11 Domestic Abuse
<b>Respectful relationships including friendships</b>	
<ul style="list-style-type: none"><li>• 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.</li></ul>	Year 9 Relationship Smarts
<ul style="list-style-type: none"><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li></ul>	Year 9 Relationship Smarts
<ul style="list-style-type: none"><li>• 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).</li></ul>	Year 7 Sexual Orientation Year 7 Bold Voices
<ul style="list-style-type: none"><li>• 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.</li></ul>	Year 9 Relationship Smarts Year 8-10 Bold Voices
<ul style="list-style-type: none"><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li></ul>	Years 7 - 11 Anti Bullying Week Awareness Activity
<ul style="list-style-type: none"><li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li></ul>	Year 9 Relationship Smarts

<ul style="list-style-type: none"> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>	<p>Year 9 Positive Choices</p> <p>Year 11 Sexual Abuse</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 7-11 Across curriculum</p> <p>Year 7-10 Bold Voices</p>
<p><b>Online and Media</b></p>	
<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>	<p>Year 7 - 11 Safer Internet Day Awareness Activity</p> <p>Year 8 Online Safety</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 7 - 11 Safer Internet Day Awareness Activity</p> <p>Year 8 Online Safety</p>
<ul style="list-style-type: none"> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul>	<p>Year 7 - 11 Safer Internet Day Awareness Activity</p> <p>Year 8 Online Safety</p>
<ul style="list-style-type: none"> <li>• what to do and where to get support to report material or manage issues online.</li> </ul>	<p>Year 7 - 11 Safer Internet Day Awareness Activity</p> <p>Year 8 Online Safety</p>
<ul style="list-style-type: none"> <li>• the impact of viewing harmful content.</li> </ul>	<p>Year 8 Online Safety</p> <p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 8 Online Safety</p> <p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>	<p>Year 8 Online Safety</p> <p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online.</li> </ul>	<p>Year 7 Media literacy</p> <p>Year 8 Online Safety</p>
<p><b>Being Safe</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p>Year 9 Positive Choices</p>

<b>Intimate and sexual relationships including sexual health</b>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 7 Consent/ Something's not right</p> <p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• the facts around pregnancy including miscarriage.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>	<p>Year 9 Positive Choices</p>
<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>Year 9 Positive Choices</p>



## Physical health and mental wellbeing

Statutory Guidance	Curriculum
<b>Mental wellbeing</b>	
<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>	Year 7 .breathe
<ul style="list-style-type: none"> <li>• that happiness is linked to being connected to others.</li> </ul>	Year 7 Healthy Lifestyles Year 8 From Schools to Life
<ul style="list-style-type: none"> <li>• how to recognise the early signs of mental wellbeing concerns.</li> </ul>	Year 7 .breathe Year 10 Mental Health Investigated
<ul style="list-style-type: none"> <li>• common types of mental ill health (e.g. anxiety and depression).</li> </ul>	Year 7 .breathe Year 10 Mental Health Investigated
<ul style="list-style-type: none"> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul>	Year 7 .breathe Year 10 Mental Health Investigated
<ul style="list-style-type: none"> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service</li> </ul>	Year 7 Healthy Lifestyles
<b>Internet safety and harms</b>	
<ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> </ul>	Year 7 Media literacy Year 8 School to Life
<ul style="list-style-type: none"> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>	Year 7 Media literacy
<b>Physical health and fitness</b>	
<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul>	Year 7 .breathe Year 7 Healthy Lifestyles Year 10 Mental Health Investigated
<ul style="list-style-type: none"> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> </ul>	Year 7 Healthy Lifestyles Year 10 Mental Health Investigated
<ul style="list-style-type: none"> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>	Year 10 Science

<b>Healthy Eating</b>	
• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Year 7 Healthy Lifestyles
<b>Drugs, alcohol and tobacco</b>	
• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	Year 8 Unplugged
• the law relating to the supply and possession of illegal substances.	Year 10 Drug Education
• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Year 10 Alcohol Reduction Year 10 Drug Education
• the physical and psychological consequences of addiction, including alcohol dependency.	Year 10 Alcohol Reduction Year 10 Drug Education
• awareness of the dangers of drugs which are prescribed but still present serious health risks.	Year 8 Unplugged Year 10 Drug Education
• the facts about the harms from smoking tobacco (particularly the link to lung cancer)	Year 8 Unplugged
<b>Health and prevention</b>	
• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Year 7 Healthy Lifestyles
• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	Year 7 Healthy Lifestyles
• the benefits of regular self-examination and screening.	Year 7 Healthy Lifestyles
• the facts and science relating to immunisation and vaccination.	Year 7 Healthy Lifestyles
• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Year 7 Healthy Lifestyles
<b>Basic first aid</b>	
• basic treatment for common injuries.	Year 8 Responding to an emergency
• life-saving skills, including how to administer CPR.	Year 8 Responding to an emergency
• the purpose of defibrillators and when one might be needed.	Year 8 Responding to an emergency
<b>Changing adolescent body</b>	
• key facts about puberty, the changing adolescent body and menstrual wellbeing.	Year 7 Healthy Lifestyles Year 8 Sex Ed. Sorted
• the main changes which take place in males and females, and the implications for emotional and physical health.	Year 7 Healthy Lifestyles Year 8 Sex Ed. Sorted

### **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 a session or use the question box to ask a question anonymously.