

# Relationships and Sex Education Policy

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**Formby High School**  
*Determined to Achieve*

## Policy Statement and Introduction

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'* (DfE June 2019)

Formby High School is a caring community where the whole child is nurtured and students are prepared for life beyond school. A very strong emphasis is placed on pastoral care and the social, moral, spiritual and cultural development of all students. Relationships and Sex Education (RSE) is taught within this context. It is about understanding the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Through RSE, students will understand the risks associated with certain behaviours and will be better placed to make decisions regarding their own sexual health and relationships.

Set within the framework of RESPECT and the Science and Religious and Values Education (RAVE) curriculum, RSE will develop students' understanding of the physical aspects of reproduction as well as feelings, relationships and values. It will help young people to respect themselves and others, and will foster self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experience.

RSE is delivered within the context of the school's values framework. The school recognises that relationships and sex education is for all students in the school and will be delivered appropriately, taking into account gender, religion, sexual orientation, special educational needs, age and academic ability.

Any complaints relating to this policy or the delivery of RSE at Formby High School will be addressed through the school's Complaints Procedure.

## Aims

The aim of RSE is to ensure that students learn about:

- The different types of relationships, including friendships, family relationships, intimate relationships and dealing with strangers
- How to recognise, understand and build respectful relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict and recognise unhealthy relationships
- How relationships may affect health and well-being, including mental health
- Healthy relationships and safety online
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships

The aims above are in line with the ethos that we promote that all students work hard, respect themselves and respect others

## Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSE compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

## **Definition of Relationships and Sex Education**

RSE is about the emotional, social and cultural development of students, 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.

## **Delivery of Relationships and Sex Education**

RSE is taught within the school's RESPECT and RAVE curriculum. The biological aspects of RSE are taught through the Science curriculum.

Across all Key Stages students will be supported with developing the following skills:

- communication, including how to manage changing relationships and emotions
- recognising and assessing potential risks
- assertiveness
- seeking help and support when required
- informed decision-making
- self-respect and empathy for others
- recognising and maximising a healthy lifestyle
- managing conflict

## **Parents' Right to Withdraw their Child from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting such a request, the Deputy Headteacher will discuss the request with parents and, as appropriate, with the child to ensure their wishes are understood. A record of this conversation will be kept. At the discussion the school will stress the benefits of receiving this education and any detrimental effects that withdrawal might have on the child. In all but exceptional circumstances, the school will accept the parents' request to withdraw their child, up to and until three terms before the child turns sixteen. After this point if the child wishes to receive sex education rather than be withdrawn then the school will make arrangements to provide the child with sex education during that time. Students cannot be withdrawn from any relationships education or health education.

## **Roles and Responsibilities**

### **RESPECT Coordinator**

- To develop appropriate schemes of work for the relevant year groups, ensuring that the statutory aspects of RSE are taught.
- To support form tutors in the delivery of RSE by providing appropriate training and resources (including, when required, support within the classroom).
- To quality assure the delivery of the RSE curriculum and gather feedback from relevant stakeholders.
- To facilitate external agencies used to assist in the delivery of RSE, including providing training to staff.
- To ensure the curriculum area is appropriately resourced.
- To deliver the more sensitive aspects of the Key Stage 4 relationships and sex programme.
- To regularly monitor and evaluate the RSE programme.
- Where a child protection issue may arise through the teaching of RSE, to deal with it using school safeguarding procedures.

## Form Tutors

- To deliver relevant aspects of the RSE programme during RESPECT lessons.
- Where a child protection issue may arise through the teaching of RSE, to deal with it using the school's safeguarding procedures.

## Climate for Learning Leaders

- To assist the RESPECT Coordinator with the implementation of RSE.
- Where necessary, to support form tutors in delivering the appropriate course content.

## Senior Leadership Team

- To monitor the implementation of this policy.
- To ensure the school is meeting its statutory obligations.
- To meet on an annual basis with the RESPECT Coordinator to review and evaluate all aspects of RSE.

## Governing Body

- To regularly review the Relationships and Sex Education Policy and receive feedback from the Headteacher on the implementation of the policy.
- The Link Governor for RESPECT to meet on a regular basis with the RESPECT Coordinator to consider all aspects of the RESPECT curriculum, including RSE, and to feed back to the Governing Body as appropriate.

## Planning and Delivery of Relationships and Sex Education

RSE is delivered to students through RESPECT, Science and Religious and Values Education. Curriculum content at Key Stages 3 and 4 is planned by the RESPECT Coordinator.

## RESPECT

At Key Stage 3 RSE is taught during discrete fortnightly RESPECT lessons. It is primarily delivered by form tutors and supplemented by external agencies. In Year 9, students receive an additional lesson per fortnight taught by specialist teachers. Form tutors are supported by the RESPECT Coordinator who provides appropriate resources, training and classroom based support.

Course content at Key Stage 3 includes the following topics:

- Physical and emotional change and puberty
- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV, and how high-risk behaviours affect the health and well-being of individuals, families and communities
- Recognising and reducing risk
- The features of positive and stable relationships
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships
- The nature and importance of marriage and of stable relationships for family life and bringing up children
- Online relationships and their potential risks, including grooming
- Online safety, including the impact of online activity and the potential for bullying and cyberbullying
- Consent
- Child Sexual Exploitation
- The impact of viewing harmful content
- The potential influence of drugs and alcohol on relationships

At Key Stage 4 RSE is delivered during fortnightly RESPECT lessons. There may be occasions when it is felt more appropriate to deliver aspects of the curriculum in single gender groups in line with government guidance (0116/2000) and the same curricular content is delivered separately to boys and girls. A range of appropriate teaching strategies are adopted and external agencies are also used to support the delivery of the curriculum.

Course content at Key Stage 4 includes:

- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity
- Where and how to obtain health information, ways of reducing risk and minimising harm in risky situations
- Characteristics of positive relationships and awareness of exploitation in relationships
- The roles and responsibilities of parents, carers, children and other family members
- Parenting skills and qualities, their central importance to family life and the wider implications of sexual relationships and having children
- Contraception and HIV / AIDS
- Homophobia and transphobia
- Consent
- Coercion
- Influence of the media on relationships and sexual relationships, including the impact of looking at harmful content
- FGM, forced marriage and honour based violence
- Sexual harassment and sexual violence
- The potential influence of drugs and alcohol on relationships

## Science

At Key Stage 3 students learn about:

- IVF
- Sexual reproduction
- Pregnancy and childbirth
- Reproductive anatomy, menstrual cycle, placenta
- Genetic disorders

At Key Stage 4, as part of the GCSE Science course, students learn about:

- Hormones and the menstrual cycle
- IVF and fertility drugs
- Contraception
- Types of reproduction and sex determination
- In addition, they consider IVF / fertility drugs and genetic disorders in greater detail, including embryo screening

## Religious and Values Education (RAVE)

At Key Stage 4, students learn about:

- Marriage
- Divorce
- Cohabitation
- Contraception
- Homosexuality
- Sexual health

## **Confidentiality and Disclosure**

It is almost inevitable that effective RSE which allows for open discussion to take place may lead to disclosure from students. Student disclosures or suspicion of abuse must be followed up with the student concerned on the same day and referred to the Designated Safeguarding Leads who will deal with these disclosures or suspicions in line with the school's Child Protection Policy.

## **Special Educational Needs**

RSE is inclusive and should seek to help young people to:

- a. Be aware of sexuality
- b. Understand the arguments for and benefits of delaying sexual activity
- c. Understand the reasons for having protective sex
- d. Value themselves and others
- e. Avoid exploitation

These issues are pertinent to all young people, regardless of their physical or intellectual capabilities. As such, language and teaching methodologies used will be appropriate and adapted where necessary to accommodate special educational needs or disability.

## **Looked After Children (LAC)**

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSE at home, at school and in care because of the often disrupted pattern of their experiences. The Teacher in charge of Looked After Children will ensure that each young person's entitlement is met in this regard.

## **Lesbian, Gay, Bisexual and Transgender (LGBTQ+)**

Within the RESPECT framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying.

## **Homophobic Bullying**

Formby High School will take positive steps to eradicate homophobia as a motivator for bullying.

Through RESPECT lessons, assemblies and subjects such as RAVE, students will complete work to address discrimination, social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying or derogatory language is not acceptable. Formby High School will support all students in a positive manner, observing the protected characteristics of the Equality Act 2010.

## **Staff Training**

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation and curriculum requirements, and to consider appropriate teaching approaches and materials. Formby High School will support the use of visitors from external agencies, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.