



## **WETHERBY HIGH SCHOOL**

# **Relationships and Sex Education Policy**

**This policy applies to staff, governors, students, parents**

### **Reviewing Committee: Learning and Inclusion**

Responsible SLT member	- Gareth King
Delegated policy updater	- Gareth King
Responsible governor sub-committee	- Resources
Specific governor advisor (if required)	- Neil O'Byrne

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Under section 3.6 of the National Curriculum, RSE is compulsory from year 7 onwards. Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## **1. What Is Relationships and Sex Education?**

RSE involves 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.

## **2. Principles and Values**

In addition Wetherby High School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

**Relationships and Sex Education at Wetherby High School has three main elements:**

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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 normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- ensuring students are aware of their right to choose one's own partner without coercion or fear of coercion

### **Knowledge and Understanding**

- learning 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 sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy and the issues relating to teenage pregnancy.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience 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 sexual activity.
- 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 physical benefits of having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/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.

### **3. Organisation and Content of Relationships and Sex Education**

At Wetherby High School RSE is taught within coaching and year relevant sessions. For students in years 7 and 8, SRE content will be covered during the personal, social, health and economic (PSHE) education curriculum. For students in years 9, 10 and 11 RSE will be taught within curriculum time or via "drop down" afternoon's where students will be taken off their regular timetable in order to cover RSE content.

Biological aspects of RSE are taught within the science curriculum, by members of the Science department and other aspects are included in Religious Education (RE).

Pupils may also receive stand-alone sex education sessions delivered by an external, trained health professional.

Any RSE session may consider questions or issues that some students will find sensitive. Before embarking on these lessons Learning Relationship Agreements are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, specialist staff aim to answer them honestly, within the agreement established at the start of the sessions. 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.

Teachers that deliver these sessions receive specific training and are experienced at delivering RSE content.

### **Learning Outcomes**

The following statements are offered as an illustration of learning outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on DfE and other guidance on RSE and they reflect the elements of the statutory framework for RSE and PSHE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

### **By the end of Key Stage 3**

#### **Students will be able to**

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions, including online
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop sympathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

#### **Students will know and understand:**

- That fertilisation in humans is the fusion of a male and female cell\*
- The physical and emotional changes that take place during puberty
- About the human reproductive system, including the menstrual cycle and fertilisation\*
- How the foetus develops in the uterus\*
- How the media influence understanding and attitude toward sexual health
- How good relationships can promote mental well being
- The law relating to the sexual behaviour of young people
- Where to go for help and advice

#### **Students will have considered:**

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour

- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in a relationship
- How people experience relationships differently due to protected characteristics

#### **By the end of Key Stage 4**

##### **Students will be able to:**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Have the confidence to assert themselves and challenge inappropriate behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves.

##### **Students will know and understand:**

- The way in which hormone control occurs, including the effects of sex hormones,\* some medical uses of hormones, including the control and promotion of fertility\*
- How sex is determined in humans\*
- How HIV and other sexually transmitted infections affect the body\*
- Self-image and sexual identity
- The risks of early sexual activity and the links to alcohol, legal and illegal drugs
- How the different forms of contraception work, their effectiveness and where to get advice
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in raising children
- The way different forms of relationship, including marriage, depend on maturity and commitment

##### **Students will have considered:**

- Their developing sense of sexual identity and how to feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both
- The impact of having children on their lives and the lives of others

#### **4. Inclusion**

##### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic and cultural groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

#### *Students with Special Educational Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

#### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **5. Right of Withdrawal of Students from Relationships and Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. Parents have the right to withdraw their children from the sex education components of RSE only. Parents cannot withdraw their children from the Science national curriculum, Health Education, Relationships or any other aspect of PSHE education.

Requests for withdrawal should be put in writing 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 are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses in order to support their child's learning at home.

### **6. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Members of staff and The Safeguarding Officer/Deputies are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a member of staff learns from a student under the age of 16 years old that they are having or contemplating sexual intercourse:

- the young person will be encouraged, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures and social services where appropriate.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Child Protection policy.

### **7. Monitoring and Evaluation of Relationships and Sex Education**

It is the responsibility of the Deputy Headteacher to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors Pastoral Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.