



BYRCHALL HIGH SCHOOL

Relationship, Health & Sex Education Policy

THE INFORMATION PROVIDED BELOW REPRESENTS WORKING PRACTICE CURRENT AT THE SCHOOL.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Relationship and sex education takes place in the context of the school ethos of 'Live to Learn, Learn to Live'. Students are encouraged, in an environment that allows for healthy debate, to challenge stereotypes, accept difference and listen to differing views in a classroom setting that ensures all students feel safe and valued.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Byrchall High School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group has pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as part of Personal Development lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects, such as relationships and family, are also included in the Key Stage 4 Religious Education curriculum.

Pupils also receive, in both KS3 and 4, a series of sex education sessions delivered by a trained health professional from Spectrum Community Health.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The local governing board will approve the RSE policy and ensure its implementation

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Form Tutors are responsible for:

- Delivering RSE in a sensitive way in a climate conducive to safe discussion and debate
- Modelling positive attitudes to RSE
- Monitoring progress of students through half termly self-assessment
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE through provision of alternative work

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Head of Year and the Assistant Head in charge of Personal Development, if there is a particular personal reason delivering a certain topic would be difficult. The Personal Development Team is working on a programme of CPD to ensure staff familiarity and confidence teaching RSE topics. Staff have been provided with links to relevant documents to support the teaching of RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All RSE lessons involve the setting of ground rules to ensure students feel safe discussing relevant topics.

Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

All RSE sessions begin with a discussion of appropriate ground rules to ensure expectations are understood and complied with.

Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.

We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will facilitate this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy 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.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff use Year Team meetings to discuss and adapt lesson plans for RSE lessons. Opportunities are offered as appropriate by the Personal Development Team for staff to undertake additional CPD opportunities.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The school currently uses the Spectrum Health RSE programme to ensure statutory requirements are met with regards to RSE.

10. Monitoring arrangements

The delivery of RSE is overseen by the designated Assistant Headteacher and the Head of Personal Development. Monitoring is undertaken through the following means:

- Half Termly learning walks conducted by the designated Assistant Headteacher and the Head of Personal Development, as well as HoYs
- CASP exercise books scrutinised the designated Assistant Headteacher and the Head of Personal Development, as well as HoYs
- Staff and student voice opportunities

Pupils' development in RSE is monitored by form tutors as part of our internal assessment systems.

This policy will be reviewed by the designated Assistant Headteacher and the Head of Personal Development. At every review, the policy will be approved by the local governing body.

11. Safeguarding and child protection

Byrchall High School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Byrchall High School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Appendices 1

Curriculum map for KS3 and KS4

Year 7 Friendship and induction	<ul style="list-style-type: none"> • To explain how we manage change in our life • To create advice to cope with changes in life • How to manage the challenges of moving to a new school • To identify the qualities that make a good friend • To create strategies that can resolve conflict • To consider making positive choices and explore different influences on thinking. • How to identify, express and manage their emotions in a constructive way • How to identify personal strengths and areas for development
Health and Wellbeing	<ul style="list-style-type: none"> • How to make healthy lifestyle choices including diet, dental health, physical activity and sleep • How to manage physical and emotional changes during puberty • About personal hygiene • How to recognise and respond to inappropriate and unwanted contact
Relationships	<ul style="list-style-type: none"> • How to develop self-worth and self-efficacy • About qualities and behaviours relating to different types of positive relationships • How to recognise unhealthy relationships • How to recognise and challenge media stereotypes • How to evaluate expectations for romantic relationships • About consent, and how to seek and assertively communicate consent
Year 8 Health and Wellbeing Spectrum sexual health	<ul style="list-style-type: none"> • To describe how we can alter our body image • To explain why we may alter our body image • To create arguments against focus on perfect body images in the media • To explain whether there is a link between the media and how we view ourselves • To create suggestions to create more realistic and positive body images in the media • To identify different features of male and female puberty • To promote the normality of puberty • To investigate the sharing of images on social media and the effects that this may have • To consider gender and sexuality • To promote the normality of puberty About positive social norms in relation to drug and alcohol use • About legal and health risks in relation to drug and alcohol use, including addiction and dependence
Identity and relationships; gender and sexual	<ul style="list-style-type: none"> • To investigate the sharing of images on social media and the effects that this may have • To consider gender and sexuality • the qualities of positive, healthy relationships

orientation	<ul style="list-style-type: none"> • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of ‘sexting’ and how to manage requests or pressure to send an image
Digital literacy, online safety, media reliability and gambling hooks	<ul style="list-style-type: none"> • About online communication • How to use social networking sites safely • how to recognise online grooming in different forms, e.g. in • How to respond and seek support in cases of online grooming • How to recognise biased or misleading information online • How to critically assess different media sources • How to distinguish between content which is publicly and privately shared • About age restrictions when accessing different forms of media and how to make responsible decisions • How to protect financial security online • How to assess and manage risks in relation to gambling and chance-based transactions
Year 9 Health and wellbeing: Mental Health	<ul style="list-style-type: none"> • How to distinguish between healthy and unhealthy friendships • How to assess risk and manage influences, including online • About ‘group think’ and how it affects behaviour • How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • To manage risk in relation to gangs • About the legal and physical risks of carrying a knife
Healthy relationships and sexual health	<ul style="list-style-type: none"> • To identify and define different types of relationships • To form and share opinions about these relationships • To explore consent within relationships • To identify key areas of tension and conflict between teenagers and their parents • To discuss ways in which tensions can be eased and arguments resolved • To devise strategies to allow young people to cope with loss and bereavement

	<ul style="list-style-type: none"> • To discuss contraception; what it is, why it is used • To discuss sexual health and have an awareness of different STIs • To investigate the links between sexual health and alcohol • To explore the legal ramifications around the sharing of images by minors • To consider the harmful nature of pornography
Year 10 Healthy relationships and sexual health	<ul style="list-style-type: none"> • To investigate a variety of STIs; how they are caught and their effects • To discuss pornography and revenge porn, including the law around the sharing of images • To discuss features of healthy and unhealthy relationships and consent • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
Family, forced marriage, and parental responsibility	<ul style="list-style-type: none"> • About different types of families and changing family structures • How to evaluate readiness for parenthood and positive parenting qualities • About fertility, including how it varies and changes • About pregnancy, birth and miscarriage • About unplanned pregnancy options, including abortion • About adoption and fostering • How to manage change, loss, grief and bereavement • About ‘honour based’ violence and forced marriage and how to safely access support
Year 11 Personal values and assertive communication- in relation to sexual health	<ul style="list-style-type: none"> • About core values and emotions • About gender identity, gender expression and sexual orientation • How to communicate assertively • How to communicate wants and needs • How to handle unwanted attention, including online • How to challenge harassment and stalking, including online • About various forms of relationship abuse • About unhealthy, exploitative and abusive relationships • How to access support in abusive relationships and how to overcome challenges in seeking support

Appendices 2

By the end of secondary school, students should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

<p>Online and media</p>	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> • 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 • 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)

Intimate and sexual relationships, including sexual health

- 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
- 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
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- 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)
- 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
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendices 3

Parental right to withdraw form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	E.g. removed from which lessons and doing which projects instead.

Appendices 4

This policy should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools