



Relationship & Sex Education Policy

This is a Melland High School Policy

Ratified by Governing Body: *January 2023*

Reviewed *December 2022*

Next Review Date: *December 2023*

RELATIONSHIPS & SEX EDUCATION POLICY

Policy development

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

1. Review – two members of staff or working group 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/carer consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

The Relationships and Sex Education Policy is committed to and guided by the principles of:

- That the policy should be in line with the aims of the school.
- That sex education cannot be left to chance and is a responsibility shared with parents and families.
- That all students should have access to accurate knowledge of sexual health issues and the associated risks with this subject such as those of sexually related diseases, sexuality and sexual attitudes, in the context of a progressive programme of health and social education.
- Parents and carers can withdraw their children from sex education but not relationships education. They can request withdrawal from some or all of sex education in RSE up to and until three terms before the child turns 16.
- Melland High school believes that effective relationship and sex education is essential if young people are to make responsible and well-informed decisions with support when appropriate about their lives. A comprehensive programme of RSE provides accurate information about healthy relationships and sex education where appropriate. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is an integral part of the PSHCE programme within the school.
- Relationships and Sex Education is compulsory, and is now a statutory subject, from age 11 onwards. The provision of relationships and sex education is mandatory in all UK secondary schools. As a secondary academy school, we must provide RSE to all students 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. This policy is in the line with the mandatory Relationships, Relationships education, relationships and sex education (RSE) and health education (DfE September 2020).

Aims

The aims of Relationship and Sex Education (RSE) at our school are to:

- To foster a safe environment where students communicate effectively by developing appropriate terminology for sex and relationship issues and where sensitive discussions can take place when appropriate.
- To encourage the capacity to make decisions in managing relationships so that choices are informed, responsible and appropriate, and minimise any risks to the individual.

- To discuss, within a safe teaching environment openly, moral values and explore those held by different cultures and groups.
- Create a positive culture around issues of sexuality and relationships.
- To encourage honesty and respect in all relationships and nurture sensitivity to the needs and feelings of others.
- To prepare students adequately for adult life: its decisions, responsibilities, experiences and opportunities; to help equip students to develop fully as emotionally mature human beings.
- To present the biological facts about sex, reproduction, contraception and sexually transmitted diseases in an objective and balanced manner.
- To equip students with an understanding of the law surrounding relationships, sex and sexuality and to have a knowledge of their rights regarding relationships, sex and sexuality and avoid being exploited or exploiting others.
- To promote understanding of the emotional and physical changes around puberty, help students develop feelings of self-respect, confidence and empathy and develop and raise self-esteem.
- To investigate strategies for students to be accountable for their own behaviour and to call upon outside agencies to support the delivery of specific issues.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To ensure that appropriate guidance and support is available for the staff that will deliver the programme of relationship and sex education in the school.

Definition

- 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.

Curriculum

- RSE is planned for within the PHSCE curriculum model.
- Our PSHCE curriculum includes work with 'Manchester Healthy Schools Programme' – (*Whose aim is for schools to ensure good quality; age appropriate sex and relationship education is available to all children and young people. They aim to increase teachers' confidence in the delivery of sex and relationship education in the classroom through the provision of quality assured training and resources*).
- Relationships and sex Education is not an isolated subject. It permeates the whole school curriculum, the ethos of the school, personal development and the pastoral system. Many subjects, but particularly science, and PSHE explore some elements of relationships and sex education.
- Lessons will always provide signposts to students on how to access further information and support on topics and issues related to RSE. Services and organisations signposted will be those which have been verified and deemed age appropriate or already used by Melland High School.
- In science sexual reproduction is covered in the following places: Key Stages 3 and 4, Our Environment – 'Plants' and 'Animals' where animal reproduction is compared to reproduction in plants. We examine the

science of reproduction featuring the names and parts of the male and female reproductive organs, puberty and the changes which occur in both male and female bodies.

- Unit B2 – Babies. This covers reproduction and genetics.
- The Key stage tutor group curriculum provides opportunities to communicate and explore life and relationships alongside pastoral support within the classroom.
- Targeted students where relevant also receive age appropriate stand-alone sex education sessions delivered by trained health professionals.eg Brook and Manchester Healthy schools.
- Across all Key Stages, students will be supported in developing knowledge and skills in the following key areas: Families, respectful relationships including friendships, online and media, being safe, sexual relationships including sexual health and mental well-being in line with DfE statutory guidance.

Our PSHCE curriculum overview which includes RSE is set out as per Appendix 1, and regularly reviewed.

Implementation and Organisation

The responsibility for the co-ordination of RSE is the PSHCE Coordinator in liaison with the senior and middle leadership teams.

At Melland High School much of the relationships and sex education takes place within PSHCE lessons. PSHCE is taught by a team of teachers, led by the PSHCE Coordinator. The science team, class tutors also teach aspects of the RSE curriculum with support from the school nurse, the Designated Lead for Safeguarding and external professionals.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules 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.

RSE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Education on sensitive and specialist topics such as child exploitation, consent and female genital mutilation are all covered as and when appropriate by relevant specialists in small groups or one to one. Students will explore RSE in a way that it relevant and sensitive to all sexualities and irrespective of gender.

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents and carers wish them to be withdrawn from the components of RSE.
- The school has a clear Child Protection Policy available for parents and carers and is accessible on the school website.
- If in the course of teaching about personal relationships any member of staff is alerted to problems the matter will be referred to the Designated Safeguarding Lead. Appropriate services can be approached if necessary.

- A variety of approaches and resources are used in sex education including discussions, decision making, problem solving, and assessment of evidence, direct teaching, simulations, role play, video materials and visiting speakers from outside agencies.

Confidentiality

Confidentiality cannot be offered or guaranteed in some matters, however, students will be made aware of this. Melland High school is aware that effective relationships and sex education can lead to the disclosure of a safeguarding issue and this will be acted on in accordance with the school's Safeguarding Policy.

Monitoring & Evaluation

- The Relationship and Sex Education Policy is reviewed on an annual basis in the light of changes in Department for Education statutory guidance and legislation. Consultation with students, parents, carers, governors, staff and inspectors is considered – eg; questionnaires, parent/carers drop-ins, feedback at annual EHCP reviews.
- The policy will be made available to the whole school community including and to all members of the governing body, the Local Authority and Ofsted inspectors.
- Parents and carers will be made aware of the existence of the policy and it will be available to view on the school website and are invited to consult on this policy annually.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.
- The PSHCE curriculum coordinator will liaise with the other curriculum areas to ensure that the relationships and sex education programme is being covered appropriately and that the biological, social and emotional elements of relationships and sex education are properly co-ordinated. The PSHCE programme will be evaluated and monitored through the usual school review processes, including lesson observations and student voice.
- The Governing Body and Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.
- Parents/carers were consulted on this policy at a Microsoft Teams meeting on 27/04/21
- The RSE Policy links to the following policies: -
Anti-Bullying, Behaviour, Child Protection and Safeguarding, E-Safety.

Parents' Right of Withdrawal.

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 arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the students' educational record. The Principal will discuss the request with parents/carers. Alternative work will be given to students who are withdrawn from sex education.

Parents/Carers cannot withdraw their children from any aspect of the health and relationships education.

Responsibility

Responsible staff – Julie Barnett (Vice Principal) and Richard Gleeson (PHSCE Coordinator) school nurse

Appendix



1. PHSCE Curriculum overview (Long term plan)
2. Request to withdraw child from sex education lessons form.

FORM

Appendix 2 Request to withdraw child from sex education lessons

To be completed by parents/carers

Name of student

Form

Name of parent/carers

Date

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Signature of Parent/Carer

Agreed actions from discussion with the parents/carers (school to complete)

Signed

Date