

# HEATON MANOR SCHOOL



## RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

### REVIEW OF THE PROCEDURES

This policy is reviewed bi-annually. Those involved with the review are:

- **Students** – through the Student Council
- **Staff**– through consultation with teaching and associate staff
- **Parents** – through the Governing Body representatives
- **Governors** – through GB meetings

**Policy Updated:** September 2017

**Review:** September 2019

**Governor Approval:** 09.10.17

### Rationale

The Governing Body of Heaton Manor believes that Relationship and Sex Education (RSE) is a crucial part of preparing young people for their lives now, and, for their future opportunities, responsibilities, and experiences as adults, partners and parents.

In a world where you people are more commonly turning to online sources of information for life advice, it is imperative that we as a school provide high quality, engaging and reliable relationship education. In addition, growing concern about the seriously damaging effects of sexually transmitted infections (STIs), sexual abuse (including FGM), exploitation, e-safety and the rate of teenage pregnancies and abortions, make high quality sex education a necessity.

### Aims

The school's RSE programme aims to present the facts to students in an objective, balanced and sensitive manner, set within a clear framework of values. It aims to promote wellbeing, foster self-esteem, self-awareness, a sense of personal responsibility and the skills to avoid and resist unwanted sexual experiences. More particularly, the school aims to:



- Teach about relationships, love and the responsibilities of parenthood as well as the physical aspects of sex;
- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour;
- Focus equally on boys as well as on girls;
- Provide young people with information about puberty, menstruation, contraception, abortion, safe sex, sexually transmitted infections (STIs), and sexuality
- Advise on where to access further support, information and treatment
- Link RSE with issues of peer group pressure and other risk taking behaviour;
- Ensure that students understand how the law applies to sexual relationships, with particular reference to the concept of “consent” and also the law as it pertains to the sharing and downloading of images and information, as well as how it relates to forced marriage and female genital mutilation.
- Ensure safeguarding, in particular sexualised behaviours and sexual diversity, is understood and account is taken of those issues in the delivery of the curriculum.

### **Legal Requirements**

- Under the 2002 Education Act, all schools must provide a balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils, and prepares them for the opportunities, responsibilities and experiences of later life.
- Governing bodies also have wider responsibilities under equalities legislation (most recently the Equalities Act 2010) and should ensure that their school strives to do the best for all the pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation, or whether they are looked after children. This means that RSE must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.
- The school has a legal duty to provide RSE (including education about sexually transmitted infections)
- The school must also teach about human growth and reproduction, as set out in the National Curriculum for Science;
- The school must also ensure that any teaching materials used in RSE are appropriate for the age and ability level of the students
- Teaching about RSE must emphasise the value and importance of stable relationships and marriage, for family life, including same sex marriage.

However, students must also be taught that there can be strong and mutually supportive relationships outside marriage.

### **Parents' Right of Withdrawal**

Our school seeks to work in partnership with parents to provide effective RSE. Parents need to know that the school's RSE programme will complement and support their role as parents and that they can be actively involved in the determination of a schools policy.

Parents have a legal right to withdraw their children from all or part of any RSE provided, but there is no right to withdraw from the human growth and reproduction topics in the National Curriculum.

The Governing Body hopes that the RSE programme in school will have the full support of parents. Parents are informed, in writing, of their right of withdrawal before the start of topics that may involve sex education. Any parents with concerns are invited to contact the school and they will also be able to view any of the teaching materials being used. If parents choose to withdraw their child, alternative provision will be made with an alternative PSHE topic being undertaken. Parents will be offered teaching resources and materials if they wish to undertake their own RSE at home

### **Curriculum Organisation**

The majority of the SRSE programme is delivered in CP/PSHE lessons by specialist staff. The programme is approached in a sensitive manner, responsive to the needs of the students. Ground rules are always established to ensure everyone is comfortable and aware of the appropriate protocol. In a class we may have pupils from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold views about sexual behaviour. It is essential that we are sensitive to these views, whilst also ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Learning in PSHE will also link to/complement learning in Religious Education, ICT, Science and Health and Social Care.

Year 7	How to empathise with people different from themselves and how to make and keep friends	Citizenship/ PSHEe (Cit)
	The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help	Cit

	To negotiate within relationships, recognise that personal reactions have consequences, and make compromises	Cit
	Learn the value of family life, marriage (including same sex marriage), and stable and loving relationships for the nurture of children. To recognise that all families are different	Cit
	To understand the role and feelings of parents and carers	Cit
	Learning the importance of values and moral considerations	Cit
	To understand the issues surrounding sexuality	Cit
	Understand the dangers around internet safety	Cit
	Understand the pressures of abusive family relationships	Cit
	Importance of family life in religion	RE
	Structure and function of the sex organs	Science
	Sex cells: structure and function	Science
	Puberty and adolescence	Science
	Sexual intercourse, fertilisation, pregnancy and menstrual cycle.	Science
	Participate in activities for National Internet Safety Week	IT
Year 8	To understand the physical and emotional changes that take place during puberty and how to manage these changes	Cit
	How to keep healthy	Cit
	Body image and self esteem	Cit
	Rules for keeping safe and about people who can help	Cit
	Basic facts of human reproduction, contraception, sexually transmitted infections	Cit
	Personally effective ways of resisting pressure which threatens safety or well-being	Cit
	What a good relationship looks like	Cit
	What abusive relationships look like	Cit
	The importance of being assertive in your relationships	Cit
	The law in relation to forced-marriage and female genital mutilation	Cit
	Importance of family life in religion	RE
	Making moral decisions and Human Rights	RE
	Participate in activities for National Internet Safety Week	IT
	Talks delivered by the police about the dangers of social media and online bullying	IT

Year 9	Homophobia and discrimination, stigma attached to HIV and AIDS	Cit
	Menstrual cycle	SC(BIOL)
	Contraceptive Pill	SC(BIOL)
	Revision of reproduction for science tests	Science
	The nature and importance of medical treatments for infertility.	RE
	Participate in activities for National Internet Safety Week	IT
	Conflicts within families, forgiveness and reconciliation.	RE
Year 10 & 11 (Across KS4 for Citizenship & PSHE)	Long and short-term consequences of decisions.	Cit
	Assertiveness skills to counter unhelpful pressure.	Cit
	How to recognise the importance of consent and protect yourself from exploitation.	Cit
	What does domestic abuse look like and how can you build towards a relationship free from abuse	Cit
	Understanding individual rights and responsibilities	Cit
	Talking about relationships and feelings	Cit
	Good parenting skills and value to family life	Cit
	Understanding human sexuality and identity, as well as recognising the factors which lead to healthy relationships in both heterosexual and homosexual relationships Understanding human reproduction, sexual health, emotions and relationships	Cit
	Understanding the health risks associated with early sexual activity and pregnancy	Cit
	How different forms of contraception work and where to seek advice	Cit
	STIs	Cit
	How to seek professional advice confidently on health related issues	Cit
	Understanding the nature and challenges of transgender individuals	Cit
	Understanding the risks associated with social networking and the representation of sexual activity online	Cit
The law in relation to consent and female genital mutilation		
Relationships, safe sex, hygiene STIs	H&SC	
Gametes (Sex cells) as part of cell specialisation	SC (BIOL)	
Sexual and asexual reproduction - mainly	SC (BIOL)	

	concentrating on fertilisation	
	Transmission STD's (limited to AIDS and gonorrhoea)	SC (BIOL)
	Pregnancy tests will be used as an example of the use of monoclonal antibodies	SC (BIOL)
	Hormones and changes during puberty	SC (BIOL)
	Menstrual Cycle	SC (BIOL)
	Fertility Treatments - how they work and advantages/disadvantages	SC (BIOL)
	Children's rights, legal and human rights	Cit

The RSE programme is evaluated annually to ensure that the provision meets the needs of students and that it evolves and adapts over time. Evaluation occurs through lesson observations, sampling students' work, teacher feedback in department meetings, and student consultation and involvement.

Students' knowledge and understanding is assessed both informally (e.g. discussions, role-plays, quizzes, traffic light responses) and formally (e.g. baseline assessments, end of unit assessments, peer assessments).

### **Guidance & Counselling**

Heaton Manor has a Well Being Centre at which the following are available:

- The Public Health School Nurse is available for lunchtime drop-ins. As well as providing advice on matters relating to sexual health, the Public Health School Nurse is able to dispense contraceptives, and administer pregnancy testing, chlamydia testing. The Public Health School Nurse may also direct students to seek help from outside agencies.
- The Wellbeing Centre runs a programme of wellbeing workshops on issues including healthy relationships, body image and self-esteem and domestic violence. These are evaluated and reviewed according to student need.
- The Wellbeing Centre also has trained counsellors who work with students on issues surrounding relationship and esteem. The counselling sessions aim to help students develop the skills needed to build resilience and assertiveness
- Accessible and up to date notice boards giving information, advice and contact details for a wide range of health and relationship issues are available around school.

The VLE also offers many links to approved websites on SRE matters.

## **Visitors**

As part of the RSE programme, outside agencies are invited in to lessons, e.g. School health visitor runs contraceptive workshops, MESMAC address homophobia and raise awareness of HIV and AIDS.

All visitors to school are made aware of the RSE policy, programme and ground rules, and visits are evaluated by teachers and students.

## **Confidentiality**

Teachers cannot offer a guarantee of complete confidentiality to students but staff should reassure students that their best interests will be maintained.

Staff teaching RSE should ensure that ground rules are agreed in lessons to maintain confidentiality and avoid embarrassment.

The Public Health School Nurse is able to provide a confidential counselling service as she is employed by the NHS.

If a member of staff involved in teaching RSE believes that a student is at risk of abuse, this should be referred to the designated member of staff for child protection.

## **Review**

This policy will be kept under review by the Governing Body on a bi-annual basis.