



# **HILBRE HIGH SCHOOL HUMANITIES COLLEGE**

## **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

Author:  
Name of Committee approved:  
Date ratified at Full Governors:  
Date to be reviewed:

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Full  
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## RATIONALE AND ETHOS:

This policy covers Hilbre High School Humanities College's approach to the teaching of Sex and Relationship Education. It was produced by the Progress Leader for PSHE through consultation with parents/carers, students, local service providers and Governors.

### *Hilbre High School Humanities College Curriculum Intent:*

*Our rich curriculum inspires students to succeed through a learning journey that provides knowledge, skills and opportunities for them to be responsible global citizens with positive life chances. Our students will believe in their ability to succeed, becoming confident and resilient learners. They will engage with their community, be literate, numerate and have a lifelong love of learning. They will know what challenge and success feels like for them as an individual. Our teachers will, regardless of student ability, age or background, develop curiosity and critical thinking, foster aspiration and have a belief in success for all students.*

At Hilbre High School Humanities College, we believe that our high quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active; nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Hilbre High School Humanities College, our RSE program will:

- Be age appropriate and differentiated to the needs of ALL students.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBT inclusive).
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent/carer.
- Represent all types of families and to explore the different methods for starting a family.
- Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum.
- Ensure students can identify the qualities of healthy and unhealthy relationships.
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity.
- Make students aware of how and where to seek help if they are in an unhealthy or abusive relationship.
- Prepare students for the journey from adolescence to adulthood.
- Provide students with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes.
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.

- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception.
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes.
- Develop students' understanding of the dangers of pornographic material.

#### ROLES AND RESPONSIBILITIES:

The RSE programme will be led by PSHE teachers. The Progress Leader for PSHE ensures the consistent and appropriate delivery of the curriculum. Student voice and Hilbre High School Humanities College quality assurance is used to review the impact and effectiveness of the program.

#### LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE):

From September 2020, the guidance document '*Relationships Education, Relationships and Sex Education and Health Education (RSHE): statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams and teachers*' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE). Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. See appendix A for further information on curriculum content.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf)

The RSE policy supports/complements the following policies:

- Safeguarding policy.
- Anti-Bullying policy. **WE DON'T HAVE THIS ONLY BEHAVIOUR TO INCLUDE BULLYING**
- PSHE policy.
- Mental Health and Wellbeing policy. **WE DON'T HAVE THIS**

Documents that inform the Hilbre High School Humanities College's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020).
- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Supplementary Guidance SRE for the 21st century (2014).
- Keeping children safe in education - Statutory safeguarding guidance (2016).
- Children and Social Work Act (2017).

## **CURRICULUM DESIGN:**

We will ensure RSE is matched to the needs of our students by regular student voice questionnaires. These are taken in line with the whole college quality assurance plan.

Our RSE programme will be planned and delivered through a one hour a week PSHE curriculum to all students in Years 7 - 8, and one hour a fortnight PSHE curriculum to all students in Years 9 - 11.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including: role-play; group and class discussion; online programs; student-led research; developing understanding of terms through regular quizzes; and specialist workshops.

Lessons are differentiated by the PSHE staff to ensure that all learners can access and benefit from the PSHE curriculum. A strong emphasis is placed on the development of social and communication skills; this often allows students with literacy needs to be successful through verbal input.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our school values.

Students are encouraged to reflect on their own learning and progress by creating a mind map at the start of each unit in response to the key question for that unit. This is revisited at the end of the unit so that students can add in coloured pen, any new learning.

Students also complete an assessment sheet at the beginning of each new unit, outlining their confidence and prior knowledge on key aspects of the unit. This sheet is glued into exercise books and revisited at the end of the unit, where students can indicate their progress in each aspect.

## **SAFE AND EFFECTIVE PRACTICE:**

We will ensure a safe learning environment with special emphasis on respect and listening. Distancing techniques such as case studies and examples are used to limit the distress that may be caused to students who are personally affected by the topics covered.

All PSHE classes are seated according to the decision of the teacher; these seating plans are an important tool as they identify students who have SEND and who are disadvantaged, allowing the teacher to support the students in these key groups in their understanding. During the RSE units, students are permitted to move into gender-based groupings in order to feel comfortable when discussing sensitive topics.

Students' questions will be answered by PSHE teachers in a sensitive and honest manner; where the teacher feels unable to answer the question, they will refer the student to the Progress Leader for PSHE or to the relevant Head of Year. Students are able to raise questions anonymously by placing a slip of paper in a question box to be answered in the next lesson.

During Relationships and Sex Education lessons (and at other times), controversial topics may arise. The judgement of individual teachers will be to decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come into play.

All staff teaching RSE will be supported by the Progress Leader for PSHE, the Designated Safeguarding Lead (DSL) and SENCO.

#### **SAFEGUARDING:**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the DSL following any disclosure.

Visitors/external agencies which support the delivery of RSE will be required to sign in, have an up to date DBS, not be left alone with students and report any disclosures to the DSL or Progress Leader for PSHE.

#### **ENGAGING STAKEHOLDERS:**

Parents/carers are informed about the policy through the Hilbre High School Humanities College newsletter and regular e-mail updates. The policy will be available to parents/carers through the Hilbre High School Humanities College website. We are committed to working with parents and carers by taking feedback on this policy. We work closely with parents/carers to ensure that they are fully aware of what is being taught and provide additional resources and support through the Hilbre High School Humanities College website.

We will notify parents and carers when Relationships and Sex Education will be taught, whether as part of the PSHE lessons or as a workshop by sending an e-mail or letter to the parents and carers of all students concerned.

#### **RIGHT TO WITHDRAW YOUR CHILD: <sup>1</sup>**

Parents and carers do not have the right to withdraw from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child/ward to take part in some or all of the Sex Education lessons, they can ask that they are withdrawn. The Headteacher of Hilbre High School Humanities College will consider this request and discuss it with the parents/carers, and will grant this in all but exceptional circumstances, up until three school terms before the student turns 16. At this age, the child/ward can choose to receive Sex Education if they would like to, and Hilbre High School Humanities College will arrange for your child/ward to receive this teaching in one of those three terms (unless there are exceptional circumstances).

The science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw.

Governors will review the RSE policy and be informed about the curriculum through Governor meetings.

Students will be consulted with, regularly through student voice questionnaires, as part of the school quality assurance process and also through the Student Council system.

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<sup>1</sup> A parent/carer's right to withdraw from Sex Education was governed by legislation and was absolute for prior academic years - a student could not opt in, and the Headteacher would not overrule this request. This remained the case until September 2020, when the new subjects became compulsory and the new right to withdraw provisions became applicable.

**MONITORING, REPORTING AND EVALUATION:**

Teachers will critically reflect on their work in delivering RSE through discussion in departmental meetings and as part of the annual curriculum review of PSHE.

Students will have opportunities to review and reflect on their learning during lessons when completing their progress mind maps in their PSHE exercise books and in student voice opportunities.

**RSE POLICY REVIEW DATE:**

This policy will be reviewed by the Progress Leader for PSHE and Governors regularly and by July 2021 at the latest.

This will ensure that Hilbre High School Humanities College is continuing to meet the government guidance and ensure that students have access to high quality learning and teaching in PSHE.

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