



What Is Relationships and Sex Education?

Healthy relationships are lifelong learning about physical, sexual, lawful and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Rationale

Higham Lane School is currently required to have regard to the *Sex and Relationship Education Guidance*, published in 2000. The current statutory provisions on sex education are contained in sections 403 and 405 of the *Education Act 1996* as amended.

The Government's Education White Paper, *The Importance of Teaching*, published in November 2010, stated:

Children need high-quality relationships and sex education so they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall, to make sure relationships and sex education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy.

Outstanding relationships and sex education and guidance is integral to preparing students to make informed choices about their education within school and after they leave.

Aims

The school is committed to:

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

- develop positive values and a legal 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 sex.
- communicate effectively by developing appropriate factual terminology for relationship and sex issues.
- develop awareness of their sexuality and sexual orientation and gender identity; challenge sexism and prejudice, and promote equality and diversity according to the Equality Act 2010 (under which ethnicity, religion/belief, socio-economic background, gender and gender identity, disability, sexual orientation, age, pregnancy, marriage and civil partnership and sex are protected)
- understand the arguments for delaying sexual activity.



Curriculum

The RSE Programme includes:

Attitudes and Values

- learning the importance of values, individual conscience and lawful 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 societal dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about relationships.

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;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

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.

Development and Review

This policy was developed and is reviewed every two years through discussions with teaching and non teaching staff, students, parents, governors, advisory staff and external partners.

As we review our policy, we will take into account emerging policy guidance and materials.

Implementation

Higham Lane School specifically delivers Relationships and Sex Education through its PSHE Programme, RE and Science lessons at KS3 and KS4.

Much of the Relationships and Sex Education at Higham Lane School takes place within PSHE lessons. Tutors at Key Stage 3 & 4 deliver the PSHE Curriculum. The subject leader for CPSHE has worked closely with tutees over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.



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Some RSE is delivered through the RE programme of study and focuses on relationships, morality and abortion. There is more active discussion/debate around these topics to ensure students understand both sides of an argument and are therefore better informed when making decisions in the future.

The Science National Curriculum is delivered by staff in the Science Department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE programme, RE programme and Science National Curriculum are taught to every year group.

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. All teachers and other staff members who are required to teach RSE, will have relevant training and resources. More expert or specialist teachers will give support to staff who are uncomfortable with teaching certain aspects of the curriculum. Support will be offered from the year team or Subject Leader for CPSHE.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be encouraged at all times
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the Progress Leader or the Assistant Headteacher.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Progress Leader or the Assistant Headteacher, as appropriate. In cases of concern over sexual abuse, the school's Child Protection procedures will be followed.



It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power of and confusion created by informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Learning Outcomes

The following statements are offered as illustrations 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 elements of the statutory framework for PSHEE. Those statements marked with an asterisk are part of the National Curriculum Science requirements.

By the end of KS3

Students will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- 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 mindful of the diversity of personal, social and sexual preferences and gender identity 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* (Y7 spring or summer term, Y8 summer term)
- The physical and emotional changes that take place during puberty* (Y7 spring or summer term, Y8 summer term)
- About the human reproductive system, including the menstrual cycle and fertilisation* (Y7 spring or summer term, Y8 summer term)
- How the foetus develops in the uterus* (Y7 spring or summer term, Y8 summer term)
- How the media positively and negatively 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 such as the genito-urinary medicine (GUM) Clinic.



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 sexual orientation
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic, biphobic and transphobic (HBT) bullying
- What rights and responsibilities mean in a relationship

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* (Y11 GCSE Biology)
- How sex is determined in humans* (Y11 GCSE Additional Science)
- How HIV and other sexually transmitted infections affect the body
- Self image and sexual orientation and gender identity
- The risks of early sexual activity and the links to alcohol
- How the different forms of contraception work 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 societal issues such as abortion, contraception and the age of consent



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- 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

RSE Topics

Year Group	Sex content	Relationships content
7	Puberty Egg Fertilisation/foetal development Human Reproductive System – including the menstrual cycle	Friendships Personal Identity Diversity Changing relationships Jealousy Trust Divorce and separation Different families and siblings
8	Puberty – body & emotional changes to males and females Puberty Egg Fertilisation/foetal development Human Reproductive System – including the menstrual cycle	Relationships – attraction/feelings Healthy and unhealthy relationships Identities & diversity
9	Sexual Identity Sexuality Abortion – Religion & Early Life Physical & emotional effects of unsafe sex	Boyfriends and girlfriends Sexual relationships: same sex relationships Abusive relationships /positive & negative relationships Stereotyping Attitudes to contraception & sexual
10	Contraception STI's : Prevention & Treatment Teenage pregnancy – results of Pornography	Relationships including: Sexual relationships, Romantic relationships, Healthy relationships, What makes a good relationship
11	Sexual offences and the law Female Genital Mutilation (FGM) Child trafficking – sexual exploitation	Domestic violence

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic 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 about this.

Students with Special Needs



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

Right of Withdrawal of Students from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the relationships and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We will make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

If a parent wishes to withdraw their child from RSE, they will need to meet with the Subject Leader for CPSHE & Assistant Headteacher to discuss their concerns and then confirm their decision in writing.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Members of staff and the Child Protection Officers 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 that they are having or contemplating sexual intercourse:

- the young person will be encouraged, wherever possible, to talk to their 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 to 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.

Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Subject Leader for CPSHE & the Assistant Headteacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching.

The Governors' Curriculum, Standards and Pupil Welfare Sub Committee is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education and Guidance Policy.



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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 Relationships and Sex Education and Guidance Policy, and on staff development, training and delivery.