

# Relationships and Sex Education Policy

Dec 2021

Version 4

## 1. Scope

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This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

## 2. Aims of the RSE Policy

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Producing an up to date RSE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, students and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for secondary school students
- Set out how the school meets its legal requirements in respect of RSE
  1. *Duty to promote well-being (Children Act 2004)*
  2. *Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)*
  3. *Ensure students learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)*
  4. *Protect students from unsuitable teaching and materials (Learning and Skills Act 2006)*
  5. *Teach statutory RSE elements in the Science National Curriculum*
  6. *Have an up to date policy developed in consultation with students and parents (Education Act 1996)*
  7. *Meeting the school's safeguarding obligations*
  8. *Make the policy available to students and parents (Education Act 1996)*
  9. *Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)*
  10. *Taken account of the DfE guidance on SRE (2017)*
  11. *DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "SRE is an important part of PSHE" (DfE guidance on PSHE 2013)*
  12. *Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)*
  13. *Provide SRE which includes (as a minimum, information about HIV/AIDS and other sexually transmitted infections (STI) (Education Act 2002)*
  14. *Ofsted review of PSHEE (2013)*

## 3. Development of the Policy

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This policy was developed in consultation with school governors, staff and outside agencies, including National Autistic Society. We have also taken account of the:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Guidance produced by the PSHE Association

## 4. Links to other policies

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This policy links to the Safeguarding & Child Protection policy, anti-bullying policy, SMSC policy, PSHE policy, behaviour policy and curriculum policy.

Our provision of RSE is part of our approach to support the health and well-being of children.

## 5. Definition of RSE

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We use the definition suggested by the PSHE Association

***"SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health".***

We have renamed SRE as Relationships and Sex Education (RSE) to emphasise the relationships aspect of SRE in accordance with the recommendation from the Commons Education Committee (Feb 2015) and to prepare for the changes that will require secondary schools to teach Relationships and Sex Education (RSE) from September 2020. It has three main elements:

- a) **Knowledge and Understanding** including; emotional, social and physical development, body image, human sexuality, gender identity different types of families, different types of relationships, healthy and unhealthy relationships, sex, consent, rights and responsibilities to others, reproduction, sexual health, contraception, the range of local and national sexual health services, reasons and benefits for delaying sexual activity, law about sexual activity and the use of technology and social media, misuse of drugs and alcohol and sexual activity, sexual exploitation and violence in all types of relationships, including personal and family relationships, the impact of pornography on relationships, FGM, being safe including online.
- b) **Personal and Social Skills** including; managing emotions and relationships, developing self-respect and empathy for others, resilience to cope with change, how to make choices and understanding the consequences of choices, managing conflict, dealing with peer pressure, recognising and avoiding exploitation and abuse, communicating respectfully, making responsible and safe decisions, how to identify, assess and manage risk, ask for help and access advice and services
- c) **Attitudes and Values** including; understand a range of views about relationships and sex in society, respect in relationships, the importance of stable and loving relationships including marriage(both heterosexual and same sex) and civil partnerships, respect, love and care, rights and respect for rights in relationships, value of family life, gender equality, acceptance of difference and diversity. Understanding that violence, coercion and sexual exploitation in relationships is unacceptable, including forced marriage, understanding that discrimination based on gender, gender identity, sexual orientation, disability, ethnicity, culture, age, faith is unacceptable, promoting equality and challenging inequality

## 6. Why teach RSE at secondary school?

- It is a statutory requirement for all secondary schools and is a statutory part of the science curriculum covering the biological aspects of RSE.
- It prepares young people for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps promote equality in relationships
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It helps develop the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects young people from risk and harm in relationships, including violence and sexual exploitation and inappropriate online content and communication
- It helps deal appropriately with social and cultural pressures as a result of being exposed to distorted or inaccurate view of sex and relationships in the media
- It helps to reduce early sexual activity, prevent teenage conceptions, STIs, sexual exploitation and abuse, domestic violence and FGM

## 7. Values promoted through RSE

We believe that students should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

Our RSE programme promotes the aims and values of our school which include

- Respect for self and others
- Commitment, trust and love within relationships
- Rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, gender identity, culture and sexual orientation
- Reducing intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promote gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Value of family life and of stable and loving relationships, including marriage (both heterosexual and same sex) and civil partnerships, for bringing up children

RSE will support the importance of strong and stable relationships, including marriage for heterosexual and same sex

couples and civil partnerships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of students based on their different home circumstances.

## 8. Aims for RSE

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To enable students to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Develop skills to make and maintain positive and healthy relationships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of relationships, including friendships, family relationships (including families with same sex parents), dealing with strangers and intimate relationships
- Recognise, understand and build healthy relationships
- Recognise unhealthy relationships
- Understand about human sexuality, sexual orientation (heterosexual, gay, lesbian, bisexual), gender identity and transgender issues.
- Know about the law in relation to consent, sex, online communication and sharing sexual images and FGM
- Understand the impact of pornography on relationships
- Develop positive and healthy attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic, biphobia and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Know how to keep safe online and offline and understand about the consequences of using inappropriate communication and images online
- Recognise when something is risky or unsafe and make healthy and safe choices
- Know where are how to seek information and advice when they need help, including for mental health issues
- Know about contraception and the main types of contraceptives, how to prevent STIs and teenage pregnancy

## 9. Content and Organisation of the RSE Programme

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### ***Where is RSE taught?***

RSE is taught as part of the planned PSHE curriculum in every year group, as well as in Science. This ensures that it covers the statutory biological aspects, but also the social and emotional aspects. We ensure that the same messages about being safe online are taught through RSE as in IT lessons.

### ***What is taught in each year group?***

The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of students and progresses from one year to another, building on what has been learnt in previous years. It covers statutory science and PSHE.

We have a statutory duty to teach about HIV and AIDS and sexually transmitted infections as well as the RSE elements of the science national curriculum:

### ***Key Stage 3***

#### ***Reproduction***

● reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

### ***Key Stage 4***

#### ***Coordination and Control***

● hormones in human reproduction, hormonal and non-hormonal methods of contraception

*See Appendix 1 for what is taught at each key stage.*

### ***Who teaches RSE?***

RSE will be delivered by teachers and teaching assistants in PSHE lessons and by outside visitors and professionals as available and appropriate. Aspects are also covered in other curriculum areas - including, but not limited to, Humanities, Science, English and ICT.

We sometimes involve other agencies to enhance rather than replace teacher led RSE e.g. school nurses and sexual health advisers from Spectrum (Wigan).

When visitors are involved in RSE we will

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- Utilise our External Visitors policy to appropriately plan the visit.
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- provide follow up lessons

TAs and Learning Mentors support individual students to ensure that RSE meets their individual needs.

#### **10. How RSE is taught:**

- In KS3 and 4, students are taught in their groups. Occasionally, it may be necessary to split groups in order to remove barriers to learning.
- Teachers set a group agreement or ground rules with students to ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss personal experiences or issues or ask information of each other or the teacher. Staff do not discuss details of their personal experiences or relationships.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the students. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate. We also use question boxes so that students can ask questions anonymously
- Resources, such as DVDs, YouTube and leaflets are chosen to ensure that they are appropriate to the age and maturity of students. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable students to participate and reflect on their learning such as role play, quizzes, pair and small group work, mixing groups so that students work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help students gain confidence to talk and listen to each other.
- The RSE policy reflects our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all students, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all students feel valued and included, regardless of their gender identity, sexual orientation, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of students and specialist resources may be used to respond to their individual needs. In some cases, students have individual support or work in small groups with a TA.
- Teachers do not offer individual students' advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we include same sex relationships and specific understanding of different types of relationships, including lesbian, gay and bisexual relationships.
- Homophobic, biphobia and transphobic references, language and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst students and ensure all students feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

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## **11. Involving Students**

To ensure the RSE programme meets the needs of students, we regularly undertake reviews of the curriculum and materials used and keep abreast of new developments and changes through our subscription to the PSHE association and use of a wide variety of websites such as Mentally Healthy Schools, Stonewall, NSPCC.

Similarly, through our student council meetings we regularly canvass the views of our students in relation to the subject matter and methods of delivery.

Students are involved in raising awareness about relevant RSE issues such as sexual exploitation, domestic violence, keeping safe online and equality in relationships. The school displays prominently and discretely where appropriate information about where to go to get advice and information locally including young people's sexual health services. Information about these services can also be found on the PSHE noticeboard.

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## **12. Confidentiality, safeguarding and child protection**

Although RSE is not about personal disclosures and personal issues, it is possible that a student may disclose personal information. Staff understand that they cannot promise students absolute confidentiality. Although teachers cannot offer unconditional confidentiality, students are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first, if possible, and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

If teachers are concerned in any way that a student is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures.

This school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSE in the classroom they are bound by the school's RSE and External Speakers policies.

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## **13. Assessing RSE**

Students' progress in learning in RSE is assessed as part of the assessment of science and PSHE and SMSC. This assessment may involve teacher, peer or self-assessment.

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## **14. Monitoring and evaluating RSE**

The Leadership team monitors teachers' planning and works with the staff to monitor delivery of lessons to ensure RSE is being taught. Students and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE and SMSC which also involves the school council.

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## **15. Training staff to deliver RSE**

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach RSE and provide a range of training opportunities including school-based INSET, team teaching, classroom observations and external training courses.

Training could include:

- What to teach and when?
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

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## **16. Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website

- Including a summary of the content and organisation of RSE in year on the school website.
- Providing materials for parents to use when talking about RSE with their children
- Discussing individual concerns and helping parents and carers support the needs of their children
- Parents Events

Parents/carers are made aware of procedures to follow if they wish to withdraw their children from RSE. Students may not be removed from lessons that cover the statutory national curriculum and this means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum.

Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

Staff are made aware of the procedures for recording and storing information related to students who have been withdrawn by their parents/carers. This information is to be stored in DB under the 'event tab' RSE Parent Withdrawal. Completion of this event will result in a direct notification to all relevant and appropriate staff.

## 17. Disseminating the policy

A copy of this policy is on the school website. It is included in the following:

- Staff Induction
- Admissions Stage Two Process for Parents/Carers of prospective new students
- 'Data bridge' MIS System
- Governor Secure Area

A summary is included in the school prospectus. Copies are supplied to visitors who are involved in providing RSE in school. When the policy is being reviewed, parents are informed through the newsletter and school's website.

## 18. Key contacts:

- PSHE Education Co-ordinator: George Heyes/Dawn Watson
- Designated Safeguarding Children Lead: Lisa Heyes
- Headteacher: Ed Hanley

## 19. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed

### Impact of non-compliance

<b>Staff:</b>	Disciplinary action
<b>Student:</b>	Not applicable
<b>Legislation/organisational:</b>	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
<b>Compliance lead:</b>	Headteacher/Director of Schools
<b>Policy Reference:</b>	ELWS-OPR-021
<b>Version:</b>	4
<b>Agreed policy location:</b>	DatabridgeMIS and Company Webpage
<b>Does the policy require Governor approval?</b>	No

### Approval

<b>Written by</b> Scott Roberts (Assoc. CIPD) 08/12/2021  Head of Shared Services	<b>Approved by</b> Tony Brown 08/12/2021  CEO	<b>Counter Signatory</b> Richard King 08/12/2021  Director of Schools, Pre 16 Education
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### Version Control

Version	Date	Revision	Review Date
1	20/02/2020	First Issue	19/02/2021
2	12/09/2020	Reviewed policy and amended DSL	11/09/2021
3	01/09/2021	Policy Reviewed	31/08/2022
4	08/12/2021	Updated staffing information	07/12/2022
5			