



# HIGH WELL SCHOOL

## Preparing for Positive Futures

### **Relationships and Sex Education Policy**

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Signed by Chair of Governors:

A handwritten signature in black ink, appearing to be 'Nicola Fradgley', written over a horizontal line.

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## **1. Rationale**

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral 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.

High Well School believe that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all young people
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encourage students and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisors.

## **2. Aims of Relationship and Sex Education at High Well School**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme forms part of our Preparing for Positive Futures curriculum (PPF) and aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgments 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 terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality;
- challenge sexism and prejudice, and promote equality and diversity

- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited / unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships.

### **3. Organisation and Content of Relationship and Sex Education**

High Well School specifically delivers Relationship and Sex Education through its PPF curriculum and Science lessons at KS3 and KS4 and is in line with 2020 updates.

Much of the Relationship and Sex Education at High Well School takes place within PPF lessons. Tutors generally deliver the PPF Curriculum with support from professionals where appropriate.

RSE lessons are set within the wider context of the PPF curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. 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 PPF curriculum and Science National Curriculum are taught in every year.

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 to the rest of the students, the question may be dealt with individually at another time.

Assessment is carried out at the end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Relationship and Sex Education in our school has three main elements:

### **4. Attitudes and Values**

- learning the importance of values, individual conscience and moral 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 moral dilemmas;
- developing critical thinking as part of decision-making

- challenging myths, misconceptions and false assumptions about normal behaviour.

#### **5. Personal and Social Skills**

- learning to manage emotions and relationships confidentially 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;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

#### **6. 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.

#### **7. Confidentiality and Sensitive Issues**

In a case where a member of staff learns from an under 16 years old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, 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 officer responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services. The student may be advised on how to obtain a C card to access free contraception, e.g. condoms from an appropriate Health Professional.

Health Professionals in school are bound by their codes of conduct in a one to one situation with an individual student, but will always work within the policies and procedures of the Wakefield Safeguarding Board.

#### **8. Ethic and cultural Groups**

We intend 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.

**9. Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

**10. Right of withdrawal of students from Relationship and Sex Education**

Some parents / carers prefer to take the responsibility for aspects of this element of education. Unless there are exceptional circumstances parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE, except for those parts included in the National statutory Curriculum (i.e. in science lessons). Withdrawal from these RSE lessons should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

Following government updates to the RSE guidelines, there is no right to withdraw from Relationships Education from September 2020 as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are always welcome to review any RSE resources our school uses.

**11. Monitoring and Evaluation of Relationship and Sex Education**

It is the responsibility of the PPF Coordinator to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.