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1. POLICY STATEMENT AND PRINCIPLES

1.1 Legislation

This policy will be compliant with the following:

- ☐ DfE 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance.

1.2 Definition of Relationship and Sex Education is:

A programme designed to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

1.3 Vision

At Biddulph High School we pride ourselves on knowing the individual and insist on excellence in work and conduct. Our learners become confident, resilient, tolerant, and independent individuals who leave the school prepared to work positively in society.

We want all our young people to understand themselves, those around them, their community and the wider world and we want to form young people who know that they are loved. We want to provide them with opportunities to explore and understand the world around them so that they may grow as individuals who love and respect each other and work positively within their community. This curriculum provides equality of opportunity and a chance to experience and engage in a wealth of experiences that will enhance lives and provide opportunities for the future.

RSE is enhanced by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure environment which is conducive to learning.

In our school we:

1. Provide information and learning opportunities through PSHE, enrichment, assemblies and curriculum time about the emotional, moral, physical and social aspects of human and sexual development
2. Encourage and foster a sense of respect for one's own and others' feelings, decisions, rights and bodies
3. Develop young people's understanding and respect of their bodies
4. Explore and acknowledge different family structures and the value of good parenting.

1.4 Aims

Our school is committed to:

- Provide a framework in which relationships and sex education is taught within a planned curriculum with allocated lessons, across all key stages.
- An RSE and PHSE programme that is taught by staff who have been trained and with expert visitors who can enhance and supplement the programme where appropriate.
- Working in partnership with parents and carers, informing them of what their child will be learning and how they can contribute at home.
- Delivering lessons where students feel safe and use a variety of teaching approaches to encourage participation with opportunities to develop critical thinking, decision making techniques and relationship skills.
- Providing learning that is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promoting safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe

relationships online

- Giving a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Giving students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Including learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Fostering gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- Meeting the needs of all students with their diverse experiences - including those with special educational needs and disabilities
- Seeking students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- This policy is consistent with all other policies adopted by PET / the academy and is written in line with current legislation and guidance.

1.5 Complaints Procedure

All complaints will be dealt with through the Biddulph High School Complaints Policy. Complaints should be made in writing and will be managed by Mr D Ackerley and Mr C Swift following the correct procedures and set timescales.

1.6 Monitoring Procedures

This policy will be reviewed annually or in the following circumstances:

- Changes to government policy or legislation
- As a result of any other significant change or event
- In the event that the policy is deemed ineffective

The delivery of RSE is monitored by Mr D Ackerley and the Senior Leadership group through planning scrutiny and learning walks.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

2. ORGANISATION OF THE PROGRAMME

2.1 Organisation

Much of the RSE takes place within personal, social, health and economic (PSHE) lessons. Staff generally deliver the PSHE Curriculum, with support from others where appropriate. Staff work with students 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.

2.2 What will be taught in Relationships and Sex Education:

Healthy friendships:

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Family:

- That there are different types of committed, stable relationships.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. □ Bereavement
- How these relationships might contribute to human happiness and their importance for bringing up children.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- Family provision (love, support, security and development)

Growing Up:

- Puberty including menstruation: *The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of students in designing this content. (Statutory Guidance)*

Features of healthy relationships: intimate:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

Marriage:

- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.

Law on sexual intercourse, explicit messages and social media:

- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. □
What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The concepts of, and laws relating to, sexual exploitation, abuse, grooming, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- Consent: how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

Sexual Health:

- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Respect for all and respect for self:

- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.

2.3 What will be taught in Health Education:

Mental wellbeing

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary. Also, that happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Physical health and fitness

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

- To maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
- Basic first aid
- Basic treatment for common injuries. Life-saving skills, including how to administer CPR
 - The purpose of defibrillators and when one might be needed.
 - Key facts about puberty, the changing adolescent body and menstrual wellbeing.
 - The main changes which take place in males and females, and the implications for emotional and physical health.

Drugs, alcohol and tobacco

- Facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- Facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

2.4 What will be taught in Online and Media Education

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online)
- Over-reliance on online relationships including social media,
- The risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

3. STAFFING AND THE TRAINING OF STAFF

All staff delivering RSE will be sensitive to:

- Cultural difference
- Homophobic/sexist attitudes
- Sexual orientation, and there should be no direct promotion of sexual orientation
- Different types of strong, mutually supportive relationships whilst ensuring that students learn the significance of marriage and stable relationships as key elements of community and society
- The need to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. Staff contributing to RSE are expected to work within the values framework of this policy.

Mr D Ackerley is the designated lead teacher of RSE, all staff could be called upon to teach RSE. The Executive Headteacher/Head of School are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE. Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Training:

All staff will undergo training on a timely basis to ensure that they are up to date with the RSE and PHSE programmes. Training will be scheduled following any updates to guidance or the release of information. The school will ensure that teachers receive training on the best practice principles as outlined by the PHSE Association on creating a safe learning environment: This will include:

- Setting ground rules
- Distancing the learning
- The safe handling of questions
- The protection of vulnerable learners
- Signposting further help and support

4. SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. We follow good practice guidelines allowing children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This process will include when they have a concern about a friend or peer. All staff know what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. When we invite external agencies in to support delivery of these subjects, we will agree in advance of the session how a safeguarding report should be dealt with by the external visitor. We will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Staff involved in RSE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Safeguarding Policy. A copy of this is available on the school website.

Where an adult believes a child may be at risk, this should be reported following school Safeguarding procedures.

Additional support is available within the Pastoral department; this could include but is not limited to:

- Regular identification of vulnerable students and monitoring of these students termly by the pastoral team. Following monitoring, issues are followed up through the Pastoral system
- Alternative pathways of study can be explored
- Significant project work to encourage participation across the school
- Close links with multi-agencies, Youth Offending Team, School Nurse, Local Support Team, Home-Start etc.
- The school believes that there should be minimum disruption to the schooling/learning of students who are pregnant or have given birth. These students have the full support of the school to continue their studies.

5. PARENTAL INVOLVEMENT

- We understand that the teaching of some aspects of the programme may be of concern to parents/carers.
- We will ensure that no teachers express their personal views or beliefs when delivering the programme.
- Parents/carers will be regularly consulted on the content of the programme, through meetings or letters, and the programme will therefore be planned in conjunction with parents/carers.
- We respect the legal right of parents/carers to withdraw their child from all or part of the RSE programme, except for those statutory parts included in the national curriculum for citizenship, P.E., Computing and Science.
- If a parent wishes their child to be withdrawn from RSE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to the PHSE Coordinator
- Before granting any such request the Designated Safeguarding Lead will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.
- During this discussion the PHSE Coordinator will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
- Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.

- This process is the same for students with SEND. However, there may be exceptional circumstances where the PHSE Coordinator may want to take a student's specific needs arising from their SEND into account when making this decision. Additional support may be offered to ensure the best learning outcomes where appropriate.
- The academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If a parent withdraws their child from topics that are not included in the statutory National Curriculum, after meeting with the academy to discuss their concerns, then the academy will make alternative arrangements for the student.

6. EQUAL OPPORTUNITIES

- We understand and abide by The Equality Act 2010, and fully respect the rights of students and staff members.
- Under the provisions of the Equality Act, we will not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.
- We are dedicated to delivering the relationship and sex education (RSE) and health education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- We will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We will model positive behaviours. Our pastoral and behaviour policies support all students.
- Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. We will foster an understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that students treat each other well and go on to be respectful and kind adults.
- Any occurrence incidents contravening the Equality Act 2010 should be reported to a member of academy staff, who will then follow the appropriate Behaviour Policy when the student is on academy premises.
- These incidents will be dealt with following the process in our Anti-Bullying Policy or the peer on peer abuse section of the Safeguarding Policy. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a student.

7. ASSESSMENT

- Assessment is carried out at the end of every half term and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.
- We have the same high expectations of the quality of students' work as in other curriculum areas.

8. DOCUMENTS AND WEBSITES

Useful Web Sites:

Sex Education Forum	www.ncb.org.uk/sef
National Children's Bureau	www.ncb.org.uk
Teacher Net	www.teachernet.gov.uk
Wired for Health	www.wiredforhealth.gov.uk
QCA	www.gca.org.uk/7835.html
Teenage Pregnancy Unit	www.dfes.gov.uk/teenagepregnancy/dsp
Policies for Safeguarding, Equality, Compliments, Comments and Complaints:	
https://biddulphhigh.co.uk/policies-gdpr/	

“Achieve Excellence”