



# SRHE Policy

Policy reviewed: November 2022  
Next review: November 2024  
Link Manager: Assistant Headteacher Mr Reeve  
Governor Committee: Standard and Achievements

## **Rationale and ethos**

This policy covers our school's approach to Sex, Relationships and Health Education.

It was produced by the Assistant Headteacher with responsibility for curriculum and PSHE using a PSHE Association framework and in consultation with the Headteacher, the MLL for Science, the MLL for Humanities, pastoral staff and school governors. Parents will be consulted on the policy.

We define 'relationships and sex education' as lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE fits in with our whole school ethos and promotes respect both for oneself and others.

Our school's overarching aims for our pupils are to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. To 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. To have a good understanding of contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). To know what is acceptable and unacceptable behaviour in a relationship.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

This will help pupils 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.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through differentiation in the classroom. Our SLD teams of staff are provided with high-quality PSHE Association approved resources which they adapt and differentiate to the context of our learners

We ensure RSE fosters gender equality and LGBT+ equality through carefully curriculum content, modelling of appropriate behaviours, ground rules when studying sensitive topics and wider school culture. We are an inclusive school whose mission statements states that 'People Matter' and it is made clear to all on a daily basis that this means all people without exception.

The intended outcomes of our programme are that pupils will:

- know and understand how their relationships will affect the mental, physical and emotional health of themselves and others
- understand they have a right to be themselves, to express themselves, to be loved and to love and to have a family life
- understand they have a responsibility to respect the needs and rights of others
- develop the skills of empathy, negotiation, conflict resolution, self-expression, articulation of feelings and needs, self-knowledge, self-discipline and restraint

- develop the attributes of kindness, responsibility, trustworthiness, loyalty

#### **Principles:**

- Sale High School will provide all children and young people with high quality sex and relationships education (SRE) that promotes good sexual and emotional health and equal and healthy relationships.
- SRE will take place within the context of the school ethos which promotes caring relationships based on respect and the celebration of diversity
- Our SRE aims to be age-appropriate, evidence-based and centred on the needs of young people while promoting qualities such as mutual respect, trust and responsibility.
- SRE will be coherent and comprehensive in coverage, developed from appropriate legislation and structured to ensure that a staged programme is offered to every student
- Our SRE will provide students with an understanding of the social context within which sexual relationships take place and to explore different views and interpretations.
- SRE will be responsive to the impact of emerging technologies on human relationships

#### **Purpose:**

We aim to:

- Foster self-esteem, self-awareness and a sense of personal moral responsibility
- Encourage self-respect and consideration for others
- Help develop skills in communication, decision-making and assertiveness
- Prepare students to avoid unnecessary risks and dangers

#### **The school will:**

Endeavour to deliver sex and relationship education within a moral and values framework. This will be done through the:

- Promotion of abstinence before the age of consent
- Promotion of committed relationships and the value of family life
- Teaching of self-respect and respect for others
- Promotion of tolerance and understanding of all types of relationships and differing religious and personal views
- Use of up to date information and resources
- Development of staff confidence in delivering sex education and using specialists to deliver areas of the curriculum where appropriate/possible
- Regular reviewing of the SRE programme to ensure it meets the needs of students
- Provision of additional support for targeted students

## **Roles and responsibilities**

Responsibility for the RSE policy ultimately lies with the governing body who will review and be consulted on the development of the RSE policy and will develop and reviews the RSE policy.

The Assistant Headteacher with responsibility for curriculum and PSHE is responsible for ensuring that our RSE programme meets the needs of our students, is shared with all stakeholders, meets all mandatory requirements and is a model of good practice. He will use membership of the PSHE Association and of subject networking to inform best RSE practice across the school. He will ensure that the PSHE curriculum delivers high quality SRE education.

The subject lead for Science is responsible for ensuring that the Science curriculum delivers high quality sex education

Classroom teachers in the Be Respected, Be Safe and Be Healthy Super Learning Day teams are responsible for developing and delivering lessons on aspects of RSHE. These lessons must deliver on the aims given in the Super Learning Day guidance and must be appropriately differentiated to enable all students to access learning on these topics. Teachers are responsible for managing the classroom environment so that students feel safe and are able to express their ideas, beliefs and values. This will include views that other students might dislike but which they are fully entitled to express in a courteous and considerate manner that takes account of the impact of their words on others in the room.

Parents and carers are responsible for supporting the school in ensuring that all members of our diverse school community are able to learn about sensitive topics without fear, intimidation or harassment. This will include supporting school behaviour management strategies in the event of any behaviour that is likely to run counter to this.

## **Legislation (statutory regulations and guidance)**

We are required to teach relationships education/RSE as part of our whole school curriculum and this informs learning in Science, Religious Education and PSHE lessons on Super Learning Days.

Current regulations and guidance from the Department for Education state that 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make... Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'

The RSE policy supports/complements the following policies:

- Anti-Bullying Policy
- Behaviour for Learning Policy
- British Values Policy
- Curriculum Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- SEND Policy

Documents that inform the school's RSE policy include:

- 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)
- PSHE Association 'Programme Builder'
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)

### **Curriculum Design**

The School recognises the importance of sex and relationship education and endeavours through a balanced curriculum and supportive pastoral system to prepare young people for adulthood.

SRE is largely delivered through lessons in Science (delivered by Science specialists), RE (delivered by RE specialists) and Super Learning Days (largely delivered by the 'Be Healthy', 'Be Respected' and 'Be Safe' SLD teams) but opportunities for learning are also taken in other subject areas and as they occur. SRE is an important part of the work of the pastoral team as they support young people in their development through their secondary school years. A full map of SRE content and delivery is attached to the policy.

Our PSHE/SRE curriculum is designed to be relevant to and appropriately sequenced for our school community. Pastoral and safeguarding staff are consulted to ensure that content is relevant to our students needs and studied at an appropriate stage in their education. PSHE Association 'Programme Builder' documents have informed curriculum design and where lessons are resources that we are using have been recommended for particular year groups we have adhered to that. Our PSHE/SRE curriculum is regularly reviewed to ensure that it remains relevant to the changing needs and social context of our school and broader changes in society.

The SMSC Curriculum map and the SLD Overview documents detail which topics are taught at which stage in each child's education.

Our RSE programme will be taught through a range of teaching methods and interactive activities. Lessons will be differentiated by classroom teachers to ensure that all students are able to access the curriculum. High quality resources such as those recommended by the PSHE Association will support our RSE provision and will be regularly reviewed and updated.

Selected resources, such as books and film clips, will be used to support and promote understanding within a moral/values context and underpin learning about SRE.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning across the curriculum including in Religious Education, Science, History, English and Drama.

Pupils will be encouraged to reflect on their own learning and progress through baseline activities and plenaries, form time SLD content reviews and knowledge organisers.

An overview of the learning in each year group can be found on the school website.

### **Safe and Effective practice**

We will ensure a safe learning environment by developing teams who are confident and experienced in the delivery of lessons on sensitive topics. We will use PSHE Association approved materials where possible and where they fit our curriculum. Time will be allocated for staff to familiarise themselves with lesson content and adapt it to the context of their lesson. For lessons on sensitive topics teacher guidance notes are provided either on a specific sheet or as commentary as part of the PowerPoint.

Teachers and pupils will agree ground rules through careful preparation by the teacher who will read guidance notes and identify potential issues and advice on best practice.

Teachers will establish or reinforce existing ground rules. They will add or emphasise any that are especially relevant to the lesson such as those around not making assumptions about others and respecting others' opinions. They will consider any sensitivities and prior knowledge about specific students' circumstances. Notice should be given to pastoral and other relevant staff in case lesson content provokes questions in different contexts. All students will have the opportunity to express their points of view but will understand that they must consider the impact of what they say both in and outside the lesson. The teacher will ensure that all students understand that they choose words that do not run contrary to everyone in the room feeling safe, comfortable and valued.

Distancing techniques such as referring to a fictional third party and avoiding of reference to personal cases are to be used so that students feel better able to explore their thoughts and ideas and to reduce the likelihood that they will feel personally affronted if challenged over their view.

All staff teaching RSE will be supported by working in a SLD team who will develop expertise in the area they are delivering. Where possible and where desirable teachers will be given the opportunity to deliver lessons on the same topic more than once so they are able to refine resources and develop confidence and expertise in delivery.

Teachers will ensure that their lessons include the signposting of sources of help and support for anyone affected by the issues raised.

### **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. All staff receive regular safeguarding training and are clear about procedures for reporting disclosures or concerns.

Teachers will consult with the designated safeguarding lead and in his /her absence their deputy as appropriate

Any visitors/external agencies which support the delivery of RSE will be carefully chosen and monitored. They must sign in, provide ID upon arrival and will not be left unaccompanied on site. The detail of how the visitor will deliver their sessions and the content will be discussed in advance to ensure that it is age-appropriate and accessible for the pupils. The materials visitors and their lesson plan they will use will be requested for inspection by the class teacher in advance.

The protocol for inviting visitors into lessons is that this has to be done through the Assistant Headteacher for Curriculum and PSHE. Only approved agencies and organisations (eg the school nurse, the NHS) will be invited into school.

Student timetables and lesson themes will be provided for pastoral staff to inspect so that potential difficulties for vulnerable children can be identified and, where necessary, alternative provision made.

### **Engaging stakeholders**

Parents/carers are informed about the policy through publication on the school website and a parent voice survey.

We are committed to working with parents and carers by sharing our RSHE policy, publishing a summary of RSHE content and consulting parents/carers through online survey.

We will notify parents when Relationships and Sex education will be taught, by publishing the whole school curriculum (including science and RE) and the SLD curriculum on the school website.

Parents have the right to request that their child be withdrawn from some or all of **sex education** (though **not relationships education** delivered as part of statutory RSE or sex education delivered as part of the National Curriculum for Science). Before granting any such request the head teacher 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. The Headteacher will document this process to ensure a record is kept.

The head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will 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, the school will respect parental requests to withdraw a 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, the school will make arrangements to provide the child with sex education during one of those terms.

The proposed RSE policy and curriculum is presented to governors for the biannual review of the policy at the appropriate governors' committee meeting.

Student voice is used to review and tailor our RSE programme to match the different needs of students through anonymous online surveys.

### **Monitoring, reporting and Evaluation**

The Assistant Headteacher for Curriculum and PSHE maps RSE provision across the school and reviews and updates Super Learning Day content. SLT learning walks observe the delivery of all PSHE and Citizenship on Super Learning Days. SLT also deliver a range of SLD lessons which enables intensive quality assurance through direct experience with a sample of content. Teaching staff feed back to the Assistant Headteacher for Curriculum and PSHE on lessons provided and delivered and on sessions delivered by external speakers. Student voice exercises are conducted to provide feedback on SLD content from the student perspective.

The Middle Level Leaders for Science and RE are responsible for the content delivered within their subject areas.

**Policy reviewed:** Autumn 2022 Next review: Autumn 2024

**Responsible:** Assistant Headteacher for Curriculum and PSHE

**Linked Policies:** Anti-Bullying Policy, Behaviour for Learning Policy, British Values Policy, Curriculum Policy, Equal Opportunities Policy, Safeguarding and Child Protection Policy, SEND Policy



## **Appendices:**

Specific Issues

SRHE Curriculum Map

## **Appendix 1:**

### **Specific Issues:**

Staff, parents and students need to understand school procedures. The following issues may occur as part of the school's sex and relationship education programme:

#### **1      Confidentiality and Advice**

Students will be made aware that some information cannot be held confidential and will be made to understand that certain disclosures will need to be acted upon. Students will, however, be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- i) Disclosure or suspicion of possible abuse – the school's child protection procedure will be followed. (See relevant policy)
- ii) Disclosure of pregnancy or advice on contraception – the School will at all times put the student first and offer support but the following procedures will be followed:
  - a) encourage the students to talk to their parents
  - b) offer help in talking to their parents
  - c) give appropriate information on sources of confidential advice and treatment
  - d) seek professional information and guidance from health professional
  - e) inform another member of staff
- iii) Disclosure of sexual activity under the age of 16 :
  - The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
  - Child protection issues will be considered, and referred if necessary to our safeguarding Designated Senior Person 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.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Teachers cannot offer unconditional confidentiality to any of their students.

## 2 Outside Agencies and Visitors

All outside speakers and visiting agencies will meet with the PSHE Co-ordinator to discuss content and delivery of sex education related to topics. They will be made aware of the schools Sex and Relationship Education policy and be expected to work within it. Visiting speakers will always be seen as a way of enhancing the programme not as a substitute for it.

## 3 Complaints Procedure

Any complaints about the sex education curriculum should be made to the Headteacher

## SRHE Curriculum Map

| Year | SLD   | Science  | RE   | Wider Curriculum   |
|------|---|--|--|--|
| 7    | <p>What is Child Sexual Exploitation?</p> <p>First aid: How can we help someone who is bleeding?</p> <p>First Aid: What basic life support can we offer?</p> <p>What makes a good friend?</p> <p>What is the difference between bullying and banter?</p> <p>What does a healthy relationship look like?</p> <p>How can gender stereotypes damage relationships?</p> <p>Why is sleep so important?</p> <p>How can we manage the physical and emotional effects of puberty?</p> <p>How can we manage our anger better?</p> <p>Hygiene</p> | <p>Sexual reproduction and ecosystems</p> <p>Reproduction, reproductive organs, becoming pregnant, gestation and birth, growing up and puberty</p> | <p>The 10 Commandments</p> <p>Introduces the term 'adultery' and why it is considered wrong (legally in the past and morally today).</p> | <p><b>Year 7 Induction:</b> lessons on the school's house icons (MLK, Alan Turing, Emily Pankhurst, Kirsty Howard) and the values they represent and embody</p> <p><b>Year 7 Digital Skills:</b></p> <p>What are the dangers of being online?</p> <p>How can social media affect our wellbeing?</p> <p>What is online stress and FOMO?</p> <p>What can we do about cyberbullying?</p> <p>How can social media affect how we feel about our own bodies?</p> |

|   |   |                       |  |  |
|---|---|-----------------------|--|--|
|   | <p>What attitudes do people have towards mental health?</p> <p>What is Homosexual, Bisexual and Transgender (HBT) discrimination and how can it be stopped?</p>   |                       |  |  |
| 8 | <p>What are healthy coping strategies?</p> <p>Forced Marriage</p> <p>FGM</p> <p>First Aid: allergies</p> <p>First Aid: asthma</p> <p>Age of consent</p> <p>What is inappropriate sexualised behaviour?</p> <p>What are the dangers of sexting?</p> <p>Contraception</p> <p>What do we mean by family?</p> <p>What are unhealthy coping strategies?</p> <p>How can resilience help us?</p> | Types of reproduction |  |  |

|   |   |   |  |  |
|---|---|---|--|--|
|   | <p>How do we make the right choices about diet and exercise?</p> <p>How do we maintain physical health?</p> <p>What should everyone know about smoking?</p>   |   |  |  |
| 9 | <p>First Aid: what should we do if someone is choking?</p> <p>First Aid: what should we do if someone has a head injury?</p> <p>What are the best ways to respond to bullying and cyberbullying?</p> <p>Challenging Risky Behaviour</p> <p>What is the importance of consent in relationships?</p> <p>How can we manage break ups?</p> <p>In what ways has the law changed with regard to LGBT relationships</p> <p>How can the media affect our body image?</p> <p>STI's</p> | <p><b>Health and disease:</b> pathogens and sexually transmitted infections, contraception (4 lessons).</p> | <p><b><u>Relationships</u></b></p> <p>Sex before marriage and cohabitation-what are the Christian and Muslim values?</p> <p>Contraception- is it unnatural and disrespectful to God?</p> <p>What is the purpose of Marriage in Christianity and Islam</p> <p>Same sex relationships- are they acceptable in the eyes of God?</p> <p>Should religion fit in with society?</p> <p>Divorce in Christianity and Islam</p> <p>Families- what are the teachings about roles and duties?</p> <p>Role of women and gender equality in worship- what does Christianity and Islam teach?</p> <p><b><u>Issues of life &amp; death</u></b></p> <p>Sanctity of life in Christianity,</p> <p>Sanctity of life in Islam</p> |  |

|    |   |  |  |   |
|----|---|--|--|---|
|    | <p>What are people's attitudes towards drugs and alcohol?</p> <p>What is the law on drugs?</p> <p>How do drugs affect people?</p> <p>How can we manage peer pressure?</p> <p>Managing tough times: change, grief and bereavement</p>  |  | <p>Abortion in Christianity and in Islam- is it acceptable and are women's rights protected in religions?</p> <p>What is Euthanasia (assisted suicide)?</p> <p>What are the religious views about Euthanasia, the Hospice movement and an evaluation over whether it should be made legal in the UK.</p> |   |
| 10 | <p>What can we do about domestic abuse?</p> <p>How can we deal with unwanted attention and harassment?</p> <p>How can gambling be dangerous?</p> <p>What is relationship abuse?</p> <p>What are the dangers of sharing sexual images?</p> <p>How can pornography affect people?</p> <p>Why is consent so important?</p> <p>What different kinds of long-term relationships are there?</p> <p>What do we know about fertility?</p> |  |  | <p><b>Health and Social Care (optional)</b></p> <p>Understanding human growth and development across life stages and the factors that affect it</p> <p>Learning aim B: Investigate how individuals deal with life events</p> <p><b>History (optional)</b></p> <p>Germany depth study: Culture in 1920's Germany<br/>Nazi social policy (Law for the Protection of German Blood and Honour; the Nazi view on</p> |

|    |   |  |  |   |
|----|---|--|--|---|
|    | <p>What are the possible outcomes of a pregnancy?</p> <p>What are the issues around abortion?</p> <p>How do we take responsibility for our sexual health?</p> <p>What should everyone know about breast cancer?</p> <p>What do you already know about blood, stem cell and organ donation?</p> <p>What choices and issues are there around blood, stem-cell and organ donation?</p> |  |  | <p>the role of women; racial policies including on sexual relationships and mixed race marriage) - discussion of the role of the state vs the freedom of the individual with regard to relationships</p>        |
| 11 | <p>What is the legal status of different types of long-term relationships?</p> <p>What are the roles and responsibilities of parents and what are the characteristics of successful parenting?</p> <p>What are the best ways to cope with the stress of exams?</p> <p>What should everyone know about men's health?</p>   |  |  | <p><b>History (optional)</b></p> <p>Elizabeth I: arguments for and against marriage (including negative experience of her father's marriages). Challenges facing a female monarch in a patriarchal society.</p> |

