



Hawley Hall High School

POLICY NAME: Relationships and Sex Education Policy

ADOPTED: July 2021

REVIEW PERIOD: December 2022

SIGNATURE: _____



Rowan Learning Trust: HAWKLEY HALL HIGH SCHOOL RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

What is Relationship 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. Students need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way. Additionally, it involves acquiring information about the physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

We believe it must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always providing pupils with the knowledge they need of the law.

Aims

Our overall aim is that students acquire the knowledge, understanding and skills they need to manage their own lives now and in the future. As part of the whole school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

Intent

Hawkley Hall High School believes that RSE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Be taught in an age and developmentally appropriate way, responding to all student's needs.
- Encourage students and teachers to share and respect each other's views.
- Encourage awareness, understanding and tolerance of different approaches to sexual orientation.
- Not promote any particular family structure but place importance on the values of love, respect, and care for each other in committed relationships.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing the knowledge they need to navigate the modern world.
- Recognise that parents 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. This means that learning at school will complement and reinforce learning at home.
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, and other mentors or advisers.

Curriculum Delivery

At Hawkley Hall High School we believe the students at the end of their time with us will be able to:

- Manage emotions and relationships confidently and sensitively.
- Understand respect, love and care, rights, and respect for rights in relationships and

the value of family life.

- Develop self-respect, mutual respect, and empathy for others.
- Develop resilience to cope with change.
- Know how to make responsible and safe decisions.
- Know how to identify, assess, and manage risk and ask for help and access advice and services.
- Understand how to manage their own mental health, including their own emotions, self-care techniques and services to use. Understand the benefits of healthy relationships to their mental well-being.
- Understand a range of views about relationships and sex in society.
- Understand sexuality and gender identity and therefore understand respect in relationships, the importance of stable and loving relationships including marriage (both heterosexual and same sex) and civil partnerships.
- Understand gender equality and the acceptance of difference and diversity.
- Understand what domestic violence, violence, coercion, and sexual exploitation looks like in relationships and that it is unacceptable, including forced marriage.
- Understand that discrimination based on gender, gender identity, sexual orientation, disability, ethnicity, culture, age, and faith is unacceptable, promoting equality and challenging inequality.
- Understand consent.
- Understand reproduction, sexual health, contraception, and the range of local and national sexual health services.
- Know the reasons and benefits for delaying sexual activity.
- Know the law around sexual activity and the use of technology and social media.
- Misuse of drugs and alcohol and sexual activity.
- Understand the impact of pornography on relationships.
- Understand the physical and emotional damage caused by FGM. Know where to find support, and the law around FGM.
- Know how to be safe online, including sexting and grooming.

Content by year group

Year 7	<ul style="list-style-type: none">• Personal Safety• Healthy and unhealthy relationships• Friendships• Bullying (including Cyber Bullying)• Body confidence• Mental health
Year 8	<ul style="list-style-type: none">• Healthy and unhealthy relationships• Changes in our bodies• Sexting

	<ul style="list-style-type: none"> • Grooming • Online abuse
Year 9	<ul style="list-style-type: none"> • Peer pressure • Readiness of sex • Changes in our bodies • Grooming • Online abuse <p>They take part in a four-week course delivered externally by Spectrum on Sex Education this includes:</p> <ul style="list-style-type: none"> • Healthy relationships • Consent • Contraception • Sexual Health and STIs
Year 10	<ul style="list-style-type: none"> • Contraception • Consent • Healthy and unhealthy relationships
Year 11	<ul style="list-style-type: none"> • Readiness for sex • STIs • Contraception • Pornography

Hawley Hall High School delivers RSE through the PSHE engagement sessions and Personal Development Curriculum in Year 7. The teachers who are delivering this have a range of specialisms. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships, the physical aspects of puberty and reproduction are included in the PSHE engagement sessions. The Science National Curriculum is delivered by staff in the science department. These lessons consider the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Alongside the PSHE engagement period and Personal Development, the students will also have an assembly each week, which will also cover a PSHE theme. These sessions are planned to be reactive to the students' needs and worldwide/national/local events, for example "Anti-Bullying Week".

Mutual respect is taught through the "Hawley Way", which is a set of rules that students sign to adhere to at their time at Hawley Hall High School.

All teachers deliver different parts of PSHE curriculum with support from the subject leader with specialists and/or professionals where appropriate. PSHE and the Science National Curriculum are taught in every year. Lessons will take place in a familiar and safe environment and ground rules established before the lessons commence. Teaching will be with mixed sex groups and single sex groups when appropriate. Teachers will encourage all students to participate by promoting a secure and safe environment. Teachers need to be aware of, and respond to, the needs and concerns of individual students. External agency expertise is regularly utilised and is a key feature of RSE delivery at Hawley Hall High School.

How RSE is taught:

- In Year 7, students are taught Personal Development once a week by a range of teacher specialisms.

- In Year 7-11, PSHE is delivered in the engagement period weekly, this is a 25 minute session.
- Once a week during the engagement period, there will be an assembly covering a PSHE theme delivered by either a member of staff in school, or an external agency.
- Computing cover aspects of RSE, such as cyber bullying, grooming, sexting and online abuse as part of their curriculum. This is a 6-week scheme of work delivered in years 7, 8 and 9. This is delivered by a specialist computing teacher (four of these teachers are NCOP qualified).
- Teachers 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 with students.
- Teachers answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate.
- Resources, such as videos and leaflets are chosen to ensure that they are appropriate to the age and maturity of students. They consider 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 and is in line with 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. 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.
- SEND students are adequately supported and learning is planned carefully to allow all pupils to access the learning and understand how to keep themselves safe. SEND students who would normally have in-lesson support still receive their support.
- Where needed, RSE is differentiated to meet the needs of students and specialist resources may be used to respond to their individual needs.
- 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, bi-phobic, 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.

Monitoring and Evaluation

It is the responsibility of the Assistant Headteacher: Extended Curriculum and Community to oversee and organize the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. Learning walks and student feedback form a key part in the monitoring and evaluation of RSE. Student feedback is given through a student focus group every term.

The Head of PSHE is responsible for overseeing the delivery of the PSHE programme including RSE.

We consult with parents on a yearly basis regarding our RSE curriculum and this informs future planning.

The Governing Body will ensure that: All students will receive Sex and Relationships Education (RSE) as part of the schools Personal Development Programme in line with Department of Education legislation. Governors are informed of the outcomes as they are responsible for the revision of the RSE Policy.

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 on the school website.
- Providing materials for parents to use when talking about RSE with their children.
- Providing consultation opportunities for parents to learn more about the RSE programme and offer feedback.

Parents cannot withdraw their child from statutory relationships education. Parents can withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child has the right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes. Before granting such a request the Head of PSHE will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

- The school will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision. Hawkley Hall High School would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with the Head of PSHE at the earliest opportunity. Parents can be made fully aware of the topic being discussed and any resources the school uses.

Confidentiality

RSE can be a sensitive subject. Some of the content covered has the potential to be distressing to a minority of students who may have ongoing or prior contact with RSE issues. It is important that through the safeguarding and pastoral team we know our students well enough to support those with individual needs to access the learning safely. Pastoral and safeguarding staff are made aware of the topics in advance and liaise with relevant staff regarding any potential concerns that may arise. When an external company is involved, they are informed that they must share concerns in line with the schools safeguarding policy. All teachers receive regular safeguarding training and are aware that they cannot offer unconditional confidentiality. Any disclosure will be referred to the Designated Safeguarding Lead.

Legislation

1. Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.
2. The 2006 Education and Inspections Act laid a duty on Governing Bodies, to "promote wellbeing of pupils at the school." The duty came into effect in 2007. The Children and Social Work Act 2017 makes RSE statutory in all secondary schools.
3. Under the Education Act 2002 all schools are required to provide a balanced and broadly based curriculum which:
 - a. Promotes the spiritual, moral, cultural, mental, and physical developments of pupils at the school and of society, and
 - b. Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life

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