



# **RELATIONSHIP & SEX EDUCATION POLICY**

## **MIDDLEWICH HIGH SCHOOL**

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a maintained secondary school, we must provide RSE to all students as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## 3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, respect, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

## 6. Delivery of RSE

Middlewich High School provides a setting in which students are offered appropriate teaching about Relationships and Sex Education. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. RSE lessons are set within a broader base of self-esteem, resilience, mental health and well-being and responsibility for the consequences of one's actions

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, we refer to this as i-Value within our school and is delivered across key stage 3 and 4. Some elements of such as sexual reproduction are taught through the Science curriculum, for example, the reproductive cycle to which there is no parental/guardian right of withdrawal. Other aspects are included in our Religion in the Modern World (RMW) curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

All of these areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, step-parents, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Deputy Headteacher and Head of i-Value with responsibility for PSHE will plan and monitor the delivery of RSE within the school and also maintain the register of those students withdrawn from the delivery of sex education. Parents/carers will be contacted by the Headteacher annually to ask if any would like their child to be withdrawn from sex education and a central, secure record will be available to staff delivering our I-Value (PHSE) curriculum.

The RSE curriculum may at time need to be delivered by specialist organisations during our I-Value lessons. These organisations will be assessed by the Deputy Headteacher and the Head of I-Value, with responsibility for PSHE prior to being invited into school and will be given a copy of the RSE Policy. The policy is given to ensure that they fulfil the requirements of the school in ensuring a balanced, age appropriate experience for all which does not discriminate against any group within the school. Our programme is designed to support and complement the role of parents and guardians who have the prime responsibility in this sensitive area.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The I-Value curriculum is led by Claire Anderson (Head of Citizenship and I-Value) and delivered by teaching staff.

The Science curriculum is led by the Head of Science and delivered by the Science department teachers.

The Religion in the Modern World curriculum is led by Helen Thomas (Head of Religious Education) and delivered by RMW department teachers.

### **7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher during the first week of the Autumn term.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

All staff in school delivering RSE undertake Level 1 Safeguarding Training as a core element of the CPD programme. This means that in terms of disclosure, dealing in an RSE lesson they involve only those people who need to know, starting with the Designated Safeguarding Lead or a member of the Child Protection Team; where they are unavailable then a member of the Senior Leadership Team. Staff will never promise a child that they will not tell anyone about an issue of abuse.

The Headteacher, Assistant Headteacher and head of I-Value will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Where a health care professional is used in the delivery of the RSE curriculum they are bound by their own code of conduct to maintain strict confidentiality.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Sarah Colclough (Deputy Headteacher) and Claire Anderson (Head of Citizenship and I-Value) through:

Planning meetings, student voice and learning walks.

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

This policy will be reviewed by The Head of Citizenship, annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME RELIGION IN THE MODERN WORLD	TOPIC/THEME DETAILS I-VALUE	TOPIC/THEME SCIENCE
Year 7		<u>I-Value Relationships: Diversity</u> Diversity, prejudice and bullying. <u>I-Value Health and Wellbeing: Health and puberty</u> Healthy routines, influences on health, puberty, unwanted contact and FGM <u>I-Value Relationships: Building relationships</u> Self-worth, romance and friendships (including online) and relationship boundaries.	<u>Science: Biology</u>  Adolescence and puberty, male and female reproductive systems, menstruation, fertilisation, pregnancy and birth.
Year 8		<u>I-Value Relationships: Discrimination</u> Discrimination in all its forms including sexism, homophobia and transphobia. <u>I-Value Relationships: Identity and relationships</u> Gender identity, sexual orientation, consent 'sexting', and an introduction to contraception.	<u>Science: Biology</u>  Re-visit adolescence and puberty, male and female reproductive systems, menstruation, fertilisation, pregnancy and birth.

YEAR GROUP	TOPIC/THEME RELIGION IN THE MODERN WORLD	TOPIC/THEME DETAILS I-VALUE	TOPIC/THEME SCIENCE
Year 9	<p><u>RMW: Humanism: Morals</u></p> <p><u>RMW: Humanism: Rites of passage</u> including marriage</p>	<p><u>I-Value Relationships: Respectful relationships</u> Families and parenting, healthy relationships, conflict resolution and relationship changes.</p> <p><u>I-Value Relationships: Intimate relationships</u> Relationships and sex education including consent, contraception, the risk of STI's and attitudes to pornography.</p>	<p><u>Science: Biology</u></p> <p>Re-visit adolescence and puberty, male and female reproductive systems, menstruation, fertilisation, pregnancy and birth.</p>
Year 10	<p><u>RMW: Prejudice and discrimination</u> Racism, sexism and equality.</p> <p><u>RMW: Religion and relationships</u> Types of relationship, love, attitudes towards sexuality, cohabitation, marriage, divorce and family roles</p>	<p><u>I-Value Relationships: Healthy relationships</u> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.</p> <p><u>I-Value Relationships: Addressing extremism and radicalisation</u> Communities, belonging and challenging extremism</p>	<p><u>Science: Biology</u></p> <p>Hormones and the menstrual cycle, forms of contraception and STI's</p>



YEAR GROUP	TOPIC/THEME RELIGION IN THE MODERN WORLD	TOPIC/THEME DETAILS I-VALUE	TOPIC/THEME SCIENCE
Year 11	<u>RMW: Medical ethics</u> Right to life, pro-choice and pro-life discussion surrounding abortion.	<u>I-Value Relationships: Communication in relationships</u> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.  <u>I-Value Relationships: Families</u> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.	<u>Science: Biology</u>  Re-visit hormones and the menstrual cycle, forms of contraception and STI's

## Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>