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<b>Policy Approved by</b>	<ul style="list-style-type: none"><li>- Intervention board</li><li>- Academy Head</li><li>- SLT</li><li>- Parents and carers</li></ul>

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# Harrogate High School

## Relationships and Sex (RSE) Education Policy

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### 1. Background Information

#### 1.1 Harrogate High School PSHE Curriculum Vision Statement:

*“We will, as a whole staff body, embody the culture and values of the school (CARES) so that are students are empowered to learn, grow and develop into the best version of themselves.*”

*The PSHE curriculum at HHS seeks to enhance students spiritual, moral, social and cultural development as well as to equip them with the empathy and resilience required to be able to manage their emotions and communicate to succeed in the ever changing 21st century. We want our students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. Our PSHE curriculum will be continually responsive to our students and we strive to equip them with the tools needed to understand boundaries and appropriate responses to a wide range of health, wellbeing, relationship and issues in the wider world. We will strive through the delivery of the PSHE curriculum to reduce barriers to learning for our students, improving their opportunities to succeed with research-based science of learning strategies. Hand in hand with the careers offering through the school, we will strive to ensure that every student is informed and is equipped with the tools required to reach whatever future goal they desire, encompassing how to deal with change in a resilient manner.”*

1.2 Within the PSHE curriculum one PSHE core theme is Relationships and Sex (see PSHE policy and PSHE curriculum). This core theme focuses on:

*“Developing and maintaining a variety of healthy relationships, recognising and managing emotions within a range of relationships, dealing with risky or negative relationships, the concept of consent, managing loss and how to be a respectful a productive member of a diverse community.”*

The KS3 and KS4 core learning themes can be seen in section 2.3

RSE education specifically is defined as:

*“Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.”*

- 1.3 This policy links to HHS school’s PSHE curriculum vision and curriculum content and PSHE policy and has been agreed in consultation with the intervention board, senior leadership team, all staff, parent/carers and pupils
- 1.4 This policy has been based on the national agenda regarding RSE and PSHE in schools including: Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for education, 2019), The PSHE Association (2019), Keeping Children Safe in Education and the North Yorkshire Guidance for schools on developing a RSE policy and implementing effective provision
- 1.5 **Equal Opportunities Statement:** RSE will be provided to all students with consideration of any needs, responding to the diversity of students, faiths, cultures and socioeconomic backgrounds in our school community. Each child has a right to their own sexuality and to access RSE education in a way that is consenting, equal, negotiated and non-oppressive regardless of their age, sex, race, gender, religion, belief, sexual orientation, gender assignment or disability. (Equality Act 2010)

## 2. Subject Content

- 2.1 The PSHE curriculum has three component parts, one core theme is Relationships and Sex which is pertinent to this policy
- 2.2 For Year 1, the curriculum is delivered on a fortnightly basis and period and day will be rotated – the expectation of all teaching staff therefore is to deliver high quality PSHE education in place of their normal subject lesson on the prescribed day
- 2.3 Overview of RSE core learning themes
  - Theme 1: Relationships and Sex
  - Theme 2: Health and Wellbeing
  - Theme 3: Living in the Wider World

#### PSHE Theme: Relationships and Sex

This core theme focuses on:

Developing and maintaining a variety of healthy relationships, recognising and managing emotions within a range of relationships, dealing with risky or negative relationships, about the concept of consent, managing loss and how to be a respectful a productive member of a diverse community.



#### Key Stage Three Core Learning Themes (Year 7 and 8)

1. Qualities and behaviours that students should expect and exhibit in a wide variety of positive relationships including media portrayal of relationships vs real life expectations
2. Sexual attraction, familial relationships, romantic/intimate relationships, marriage and civil partnerships, long term relationships and children, friendship
3. Legally around sex and underage sex. Why delay sex?
4. Responsibilities of a parent/carer
5. How to deal with changing relationships including, separation, divorce, loss, bereavement
6. Realistic expectations of what it means to be a girlfriend/boyfriend, intimate relationships, choice and consent (respect around saying no, rape culture and pornography (age appropriate reference (8)))
7. Using contraception and risks of unprotected sex and the link to a healthy relationships/ choice
8. Representation of sex in the media, diversity in sexual attraction and how to deal with developing sexuality (including terminology surrounding sexual orientation and link to bullying and how to challenge homophobic, biphobic, transphobic and racist language)
9. To further develop and rehearse the skills of team working, active listening, negotiation, offering and receiving constructive feedback and assertiveness with a link to friendship and bullying
10. To recognise all forms of bullying and the skills needed to deal with/ challenge this as well as how to deal with peer pressure
11. Link peer pressure to tobacco, alcohol, drugs (link to Health and Wellbeing) and carrying offensive weapons
12. Friendship vs gangs (Prison me no way)
13. Use of social media and how to keep social media private (Cyber Champions)

#### PSHE Theme: Relationships and Sex

This core theme focuses on:

Developing and maintaining a variety of healthy relationships, recognising and managing emotions within a range of relationships, dealing with risky or negative relationships, about the concept of consent, managing loss and how to be a respectful a productive member of a diverse community.



#### Key Stage Four Core Learning Themes (Years 10 and 11)

1. Explicit strategies to manage strong emotions and feelings and how to cultivate equal, strong and supportive relationships including the normalcy of living together and expectations of a partner and the converse of recognising unhealthy and abusive relationships (including honour violence, domestic abuse and rape)
2. Reference to external agencies that can support through information and advice
3. Explicit strategies to cope with relationships of all forms ending and revisit consent
4. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding) (Health Visitor?)
5. Revisit and build on accepting sexuality and again explore the medias interpretation of this, explore pornography in more depth
6. Explore sexism and feminism in the context of a 21<sup>st</sup> century UK and wider world (GC/ WomenED) as well as the culture of victim blaming. Explore how to tackle unwanted sexual attention
7. Explore the link between faith and sexual activity
8. Build on impact of drugs and alcohol for KS3 and explore hoe they impact sexual behaviour
9. Revisit contraception and how to negotiate condom use – focus on the element of choice for all types of relationships (heterosexual and homosexual)
10. Talk about infertility and loss and choice regarding IVF/ adoption and link to STI's and the consequences of unintended pregnancy including abortion (KS4 science) (STI nurse)

2.4 Pupils will be provided with the opportunities to learn about different family structures. For our pupils, when teaching RSE, in particular in relation to partners and sexual health issues there will be integrated learning and resources that relate to LGBTQ+ relationships. Our teaching of RSE for all age groups will not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender-neutral identities as well as challenging gender stereotypes.

### 3. Roles and Responsibilities

#### 3.1 PSHE Teaching Staff

PSHE teaching staff deliver and responsively teach via a holistic and interleaved approach the prescribed curriculum that has been planned to address the specific needs of our school community. It is the responsibility of teaching staff to attend all provided CPD and actively redesign lessons to respond to misconceptions in learning. Students must have their baseline understanding assessed and must formatively assess progress made across the topic. Staff have been consulted on their comfort levels around delivering topics and a weekly 15-minute workshop/ surgery will be offered to all staff as a part of Wednesday CPD. The expectation of quality of education, feedback and assessment is parity to that of teacher's normal curriculum areas.

#### 3.2 The Intervention Board

The Intervention Board has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE beyond the Science National Curriculum and have had an integral role in developing this policy. The Intervention Board will continue their involvement through regular monitoring and evaluation of provision and policy (this monitoring applies to both the taught curriculum and the wider areas of school life e.g. school nurse). They will also ensure that the policy is available to parents and that parents know of their right to withdraw their children.

Lead member of the intervention board: X

### **3.3 The Academy Head and Senior Leadership Team**

The Academy Head and wider senior leadership team take overall responsibility for the implementation of this policy in liaison with the intervention board, all staff, parents/carers and appropriate external agencies

### **3.4 The Associate Assistant Head and Innovation Hub**

The Associate Assistant Head (Miss E Dobson) supported by the innovation hub is responsible for all aspects of PSHE including RSE. In respect of RSE, responsibilities are to:

- Consider the needs of all students, planning an age appropriate and context appropriate curriculum and scheme of work
- Consult with students, parents, carers and all staff to inform provision around RSE
- Access appropriate training and provide high quality CPD to all PSHE teachers
- Quality assure the provision and delivery of RSE within the context of PSHE
- Liaise with the intervention board regarding RSE

### **3.5 Parents/Carers**

The school aims to work in active partnership with families, to value their views and to keep them informed of the RSE provision. Parents will be activity consulted regarding the RSE provision and are invited to review the resources and can contact the Academy Head with any queries or concerns. If a parent/ carer has any concerns about the RSE provision, then time will be taken to address these concerns. See section 5 regarding right to withdraw children from the sex education aspect of the RSE programme

### **3.6 Special Educational Needs (SEN) support:**

A bespoke RSE programme is delivered to those students with Special Educational Needs as a part of the Alternative Provision. This offering is planning in conjunction with the whole school RSE curriculum and is planned based on the same principles. This need is constantly assessed and reviewed by the PSHE innovation hub and Ms Wilkinson

Lead Practitioners: Miss C Thrush and Ms S Wilkinson

## **4. Monitoring and Evaluation of RSE**

### **4.1 RSE will be assessed using the model**

1. Baseline
2. Assessment for learning and responsive teaching to close the gaps

### 3. Assessment for learning of progress and end point

- 4.2 Assessment- The expectation of student's work is the same as in other curriculum areas. The curriculum has been planned to interleave and build on core themes and to link between other subjects. Students will be provided with regular feedback on their progress
- 4.3 Lessons have been designed to challenge high and then scaffold down to ensure that the most able are challenged and all are supported through their learning. Teaching will be assessed based on student's ability to communicate concepts covered, the culture and feel of the school community and evidence of improvement from baseline to end point.
- 4.4 Provision will be strengthened by looking at use of knowledge organisers and extended reflection to capture progress as well as using teaching and learning strategies that are being used whole school in all other curriculum areas
- 4.5 Monitoring and quality assurance of delivery of PSHE education – all teaching will be quality assured through learning walks and work scrutiny in line with the whole school Teaching and Learning provision
- 4.6 Students will be made aware of the law relating to sexual offences and about the remit of confidentiality, specifically, that teachers cannot guarantee students unconditional confidentiality. Students will be made aware of the relevant legal provisions including: marriage, consent and the age of consent, violence against women and girls, online behaviours, pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism and radicalisation, criminal exploitation, hate crime, female genital mutilation
- 4.7 If the teacher judges it necessary, the student could be advised to speak to their designated Student Support Officer or the School Nurse, and could then be provided with information about where to get further help or, if the matter is considered a potential safeguarding issue, then it will be referred to a member of the designated safeguarding team via CPOMs

### 5. The Parental Right to withdraw their child from sex education in RSE lessons

- 5.1 Under section 405 of the Education Act 1996, parents may opt to excuse their children from sex education within RSE lessons which are not part of the Science National Curriculum (these lessons will be explicitly highlighted to parents). From September 2020 parents can withdraw their child up to three terms before the child is 16 when the child can then choose to opt into sex education lessons.
- 5.2 The school defines sex education as “the biology and mechanics of sexual intercourse”
- 5.3 Parents will be notified in writing of the programme and the content for RSE and they will be reminded of their right to excuse their children. Parents will also be

provided with information on how to access support to enable them to talk to their children about RSE.

5.4 Parents wanting to exercise this right are invited to see the Academy Head who will explore their concerns. If a student is withdrawn, they will be provided with alternative work for the duration of the lessons surrounding the 6 ways to wellbeing

5.5 The right to withdraw your child from sex education delivered as part of RSE will be granted up to three terms before your child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent

