

Maghull High School



Relationships and Sex Education (RSE)
and Health Education Policy

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1. Aims and definition

At Maghull High School, students in Years 7, 8, 9 and 11 have a fortnightly one hour Personal Development lesson. In this lesson they will be taught about a range of themes and issues designed to prepare them for everyday life in modern Britain. Students in Year 10 will participate in a range of themed workshops related to RSE and cover a range of other themes and issues through RE. Relationships and Sex Education (RSE) and Health Education is a major aspect of our Personal Development curriculum. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values; it is not about the promotion of sexual activity.

Throughout, the following values will be modelled and expected from students:

- Mutual respect
- The right to accurate information and access to confidential services
- The right to hold one's own views
- Acceptance of responsibility for one's own behaviour
- Difference and diversity
- Understanding, empathy and care for others

Content

The aims of Relationships and Sex Education (RSE) and Health Education at Maghull High School are to ensure students learn about:

- How and why their bodies change during puberty including menstruation.
- How to maintain mental and physical health
- The dangers of legal substances such as alcohol and tobacco
- The dangers of illegal substances
- The importance of a good diet
- The importance of regular exercise
- Different types of relationships, including friendships, family relationships, intimate relationships and same-sex relationships
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect physical and mental health.
- How to be safe when building online relationships which may or may not involve meeting someone in person who they have met online.
- Factual knowledge around sex, sexual health and sexuality
- Information on contraception and family planning and where students can get free and confidential advice or further information
- The laws that apply in sexual and non-sexual relationships and how they are designed to protect all people of every background.

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, 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).

Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

2. Statutory requirements

As set out in the Policy Statement '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' (June 2019), RSE will become statutory in all schools from September 2020, with curriculum delivery expected by summer term 2021. As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Maghull High School, we teach RSE as set out in this policy.

3. The design of the curriculum

This policy and the curriculum in place at Maghull High School was produced by the Personal Development co-ordinator who has consulted with members of the Senior Leadership Team, as well as meeting regularly with a designated member of SLT. Both the policy and the curriculum have been heavily influenced by the statutory guidance but also by a consideration of the specific needs, ages and feelings of our students. However, RSE and the wider Personal Development curriculum are both likely to evolve in response to technological and social developments and as a result, this policy will be reviewed by the relevant teaching staff as well as the governing body of the school on an annual basis. A copy of our curriculum is set out in Appendix 1 but this may be adapted as and when is necessary.

4. The delivery of the curriculum

- The lessons are compulsory. **Students will not be permitted to be absent from these lessons in order to undertake work in other subjects.**
- Classes will be mixed and female and male students will all be taught the same content.
- Students will be taught in their tutor groups and wherever possible, they will be taught by their form tutors.
- We intend for all students to be invited to listen to a guest speaker or participate in a workshop provided by an external provider at least once a year. It is our intention that students in year 10 will have one speaker per term.

Relationship and Sex Education (RSE)

All students will have RSE at a designated time in the academic year. In planning and delivering this content, we will ensure that-

- RSE is taught sensitively.
- RSE is taught at an age appropriate level.

- Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.
- At the beginning of each RSE lesson, teachers will remind students of a code of conduct which we expect all students to adhere to in order to avoid any pupil feeling uncomfortable.
- No student of any age will be exposed to explicit sexual content. However, Key Stage 4 (years 10 and 11) students will be shown photographs to illustrate the impact of STIs (Sexually Transmitted Infections) on genitalia.
- All teaching and resources will comply with the Equality Act 2010.

5. Assessment

Students will be assessed on a termly basis in Personal Development lessons. Assessments will-

- Check how well the taught content has been understood by individuals and cohorts. Although there is no formal exam in this subject, we believe that these lessons provide information crucial to our students' personal development.
- Allow our students to demonstrate their knowledge and understanding of a range of scenarios. They may, for example, be asked to provide specific hypothetical advice which demonstrates what they have learnt in lessons.
- Be assessed by staff and returned to students who will complete follow-up work according to our whole-school assessment policy.

6. Accessibility

Every effort has been made to make RSE and Health Education accessible for all students-

- Resources have been carefully selected and/or designed by the school so that they are age appropriate.
- RSE and Health Education lessons are differentiated in line with whole-school policies.
- All lessons fully comply with the Equality Act 2010 (see section 7)
- As stated in section 4, the lessons are compulsory for all (not including the right to withdraw) and therefore no student will miss lessons for reasons such as intervention work.
- There are no identified barriers for disadvantaged students in our provision for RSE and Health Education. No costs such as guest speakers will be passed on to students.
- Any SEND provision in place for other subjects will also apply to all PD lessons including RSE and Health Education. If appropriate, students with special educational needs who are unable to access the curriculum will be taught the content in an appropriate way (in small groups, through specialist provision or resources, better suited to meet their needs). This will enable them to access the information and begin to develop their skills. It is important that SEND students are taught RSE as they may be particularly vulnerable.

7. Equality Act 2010

In designing and delivering RSE and Health Education, the school is aware of and compliant with the Equality Act 2010. S.28 of the Policy Statement [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education’](#) (June 2019) points out the following-

‘Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership¹¹, or sexual orientation (collectively known as the protected characteristics).’

Therefore, our lessons are not about promoting any particular life style. Our stated aim is that all students regardless of age, sex, sexual orientation, gender, race, disability, religion or belief feel included in our provision and can benefit from the lessons.

All students will be taught about the Equality Act 2010 as part of the wider Personal Development programme in order to teach them about the importance of this legislation now and in future life and employment.

8. Roles and Responsibilities

The role of the Governing Body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation. Designated members of the governing body will work with teaching staff to assess the quality and impact of RSE and Health Education and to conduct annual reviews of the policy.

The role of 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/science) components of RSE.

The role of staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] 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 role of parents and students

At Maghull High School, we value the input of parents and students. Parents will have the opportunity to review and comment on this policy and students will be invited to make suggestions on a regular basis throughout the academic year as part of our student voice programme. Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity; a class code of conduct is shared at the start of each lesson and must be adhered to.

9. The right to withdraw

An outline of the curriculum is laid out in this policy and in addition, a ConnectEd message will be sent to parents a month in advance, to inform of forthcoming Sexual Education lessons. Parents have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to an until three terms before the child turns sixteen. After this point, if the student wishes to receive sex education rather than being withdrawn, then the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student file. The Headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to students who are withdrawn from sex education.

10. Training

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

11. Monitoring

The delivery of RSE is monitored by the Personal Development Coordinator and the DSL through planning scrutinies, learning visits, work scrutinies and staff and student voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Personal Development Coordinator and the DSL annually. At every review, the policy will be approved by the Governing Body and the Headteacher.

Appendix 1

Maghull High School Personal Development/RSE/Citizenship Curriculum Framework for Key Stage 3						
Term	Autumn		Spring		Summer	
Core theme	Health and Wellbeing		Relationship and Sex Education		Citizenship	
Topics	Keeping Safe	Healthy Lifestyles	Healthy Relationships	Growing and Changing	Rights and Responsibilities	Money and Careers
Year 7	<ol style="list-style-type: none"> How do I adapt to my new school? How do I keep myself safe going to and from school? How do I keep myself safe in public? 	<ol style="list-style-type: none"> Why is sleep so important? Why is good dental hygiene so important? Why is washing your hands so important? 	<ol style="list-style-type: none"> What is 'peer pressure'? What does bullying look like? What makes a good friend? What happens when friends fall out? 	<ol style="list-style-type: none"> What is puberty? How will your body change during puberty? What is menstruation? 	<ol style="list-style-type: none"> What rights and responsibilities do I have? How are my rights protected? What are my responsibilities? 	<ol style="list-style-type: none"> Why is work so important? What sort of career do you want? How does school prepare me for working life?
Year 8	<ol style="list-style-type: none"> How does the internet pose a potential danger? (part 1) How does the internet pose a potential danger? (part 2) How much time should I spend online? 	<ol style="list-style-type: none"> Why do I need to consider what I eat? What are the benefits of exercise? When should I see a doctor? What is 'good' mental health? How can I maintain my mental health? 	<ol style="list-style-type: none"> What is a 'normal' family? What are the rights and responsibilities of being a parent? What is a healthy relationship? 		<ol style="list-style-type: none"> How does society protect us How did our political system develop? 	<ol style="list-style-type: none"> Starting work How can I make the most of my money?

Term	Autumn	Spring	Summer
Core theme	Health and Wellbeing	Relationship and Sex Education	Citizenship
Topics	Keeping Safe Healthy Lifestyles	Healthy Relationships/Growing and Changing	Rights and Responsibilities Money and Careers
Year 9	<ol style="list-style-type: none"> 1. How can alcohol impact on health? 2. Why are drugs a risk to physical and mental health? 3. Why is leisure and exercise so important? What is mental illness? 4. How can we spot the symptoms of mental illness? 5. What can I do to maintain my mental health? 6. How can I maintain a healthy weight? 7. How important is a healthy diet? 8. How much sleep should I be having? 	<ol style="list-style-type: none"> 1. What is a relationship and why do many people enter into long-term relationships? 2. What is sexual consent? 3. What is the difference between a healthy relationship and a 'toxic' relationship? 4. What is a sexual relationship? 5. What is family planning? 6. What are the potential dangers of sexual relationships? 7. What are the dangers of pornography? 	<ol style="list-style-type: none"> 1. How does the U.K government function and how is its power limited? 2. What is the best way to elect a government? 3. How popular is democracy? 4. What is Britain's place in the world community? 5. How widespread are international human rights? 6. How does our legal system protect us?

Maghull High School Personal Development/RSE/Citizenship Curriculum Framework for Key Stage 4			
Term	Autumn		Spring
	Workshop 1- Health and Wellbeing		Workshop2- Relationship and Sex Education
Topics	Keeping Safe/Healthy Lifestyles		Healthy Relationships/Growing and Changing
Year 10	<ul style="list-style-type: none"> • First Aid • Becoming a donor • Spotting the early signs of serious illness 		<ul style="list-style-type: none"> • Family planning • The importance of safe sex • Where to seek advice
			Workshop 3- Citizenship
			Rights and Responsibilities Money and Careers
			<ul style="list-style-type: none"> • Next steps 16+ • Study Skills • Time management • VI Form Tasters

Term	Autumn		Spring
Core theme	Health and Wellbeing	Relationship and Sex Education	Citizenship
Topics	Keeping Safe/Healthy Lifestyles	Healthy Relationships Growing and Changing	Rights and Responsibilities Money and Careers
Year 11	<ul style="list-style-type: none"> • Stranger danger for young adults • Managing stress during GCSEs 	<ul style="list-style-type: none"> • Sexual harassment and the law 	<ol style="list-style-type: none"> 1. Equality in the workplace 2. How does the British economy work? 3. What makes a good citizen?

Appendix 2 By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • 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 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
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online

TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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 • 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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 • The facts about the full range of contraceptive choices, efficacy and options available • 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

Appendix 3

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	
Staff signature	