



The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Document Control Sheet

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This document is part of the group which include	Additional & Special Educational Needs, Literacy and Learning Policies. Also part of the group which includes the Drug Policy. Also part of the group which includes Education for Life and Information Advice & Guidance, Provider Access Policies.
Equality Act 2010 fully considered	Yes
EIA Form Completed	Yes

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Relationships and sex education policy

1. Relationships and Sex Education (RSE) is a major aspect of our curriculum and students have an entitlement to experience RSE throughout their statutory education.
2. In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made - human sexuality is no exception. It is vital that students receive effective RSE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. The importance of sexual relationships in all our lives is such that RSE has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex, must be complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.
3. The County High School, Leftwich offer all students a balanced programme of sex education to enable students to make thoughtful, well-informed and mature decisions encompassing opportunities to promote diversity, including LGBTQ+.

4. AIMS

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

- 4.1.1. Provide a framework in which sensitive discussions can take place surrounding moral values and promoting 'Being Safe' and 'Respectful Relationships'
- 4.1.2. Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 4.1.3. Help students develop feelings of self-respect, confidence and empathy
- 4.1.4. Create a positive culture around issues of sexuality and relationships
- 4.1.5. Teach students the correct vocabulary to describe themselves and their bodies

5. STATUTORY REQUIREMENTS

- 5.1. As a secondary school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.
- 5.2. 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.
- 5.3. At The County High School, Leftwich, we teach RSE as set out in this policy.

6. DEFINITION

6.1. RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

7. CURRICULUM

7.1. Our curriculum is set out as per *Appendix 1* but we may need to adapt it as and when necessary. It outlines the full entitlement for all, including students with Special

Educational Needs and Disabilities. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. For more information about our curriculum, see our curriculum map in Appendix 1.

8. DELIVERY OF RSE

8.1. RSE is taught within our Education for Life curriculum in an atmosphere of mutual trust and respect to encourage students to put forward their ideas. Biological aspects of RSE are taught within the science curriculum in Year 7 and in Year 8. Across all years, students will receive a programme covering related moral, social, consent, healthy and respectful relationship education issues with more specific sex education topics being addressed in Year 9. This programme will be supported by the expertise of qualified outside speakers or agencies delivering elements of the education and guidance.

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

8.2.1. Families

8.2.2. Respectful relationships, including friendships

8.2.3. Online and media

8.2.4. Being safe

8.2.5. Intimate and sexual relationships, including sexual health

8.3. 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, LGBTQ+ 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).

9. ROLES AND RESPONSIBILITIES

9.1. The Principal

9.1.1. The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory [non-science] components of RSE.

9.2. Staff

9.2.1. All teachers, especially those who are Form Tutors are responsible for:

9.2.1.1. Delivering RSE in a sensitive way

9.2.1.2. Modelling positive attitudes to RSE

9.2.1.3. Responding to the needs of individual students

9.2.1.4. Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory [non-science] components of RSE.

9.3. Teachers 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 Principal.

9.4. Students

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

10. PARENTS' REQUEST TO WITHDRAW

- 10.1. Parents can request to withdraw their children from the non-statutory [non-science] 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.
- 10.2. A request to withdraw must be made in writing to the Assistant Principal (Inclusion) who will discuss the request with parents and take appropriate action.
- 10.3. Alternative work will be given to students who are withdrawn from sex education.

11. TRAINING

- 11.1. To facilitate the successful delivery of RSE, the school will provide the opportunity for appropriate CPD. Staff are also supported with the delivery of RSE as part of their role as Form Tutor. The Education for Life Learning Leader will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where required.

12. MONITORING ARRANGEMENTS

- 12.1. The delivery of RSE is monitored by the Assistant Principal (Inclusion) in collaboration with the Education for Life Learning Leader through a variety of means, for example, Curriculum Overviews, teaching materials, and learning walks, etc. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

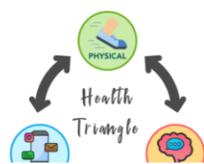
Big Ideas

EFL

Relationship and Sex Education



Health and Wellbeing



Living the Wider World

SOCIAL MORAL DEVELOPMENT
WE ALWAYS COOPERATE AND RESOLVE CONFLICTS PEACEFULLY.

WE RECOGNISE THE DIFFERENCE BETWEEN RIGHT AND WRONG.

SPIRITUAL CULTURAL DEVELOPMENT
WE HAVE RESPECT FOR OTHERS AND THEIR BELIEFS AND WE ACCEPT RESPECT AND

Embedded across topic areas

Staying safe and knowing where to seek help or support

NEVER ALONE

- NSPCC: 0800 800 5000 (24hrs)
- National Domestic Abuse Helpline: 0808 2000 247 (24hrs free)
- Mind: 0300 123 3393 (Mon-Fri 9-6)
- Victim Support: 0808 168 1111 (24hrs)
- ChildLine: 0800 1111 (24hrs)
- Cruse Bereavement: 0800 808 1677 (Mon-Fri 9-5)
- Action on Elder Abuse: 0808 808 8141
- Respect - Men's Advice Line: 0808 801 0327 (Mon-Fri 9-5)

6	7	8	9	10	11	12
<p>Relationships and Sex Education</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Recognising and managing pressure; consent in different situations</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>Relationships and Sex Education</p> <p>Different types of relationships (on and offline)</p> <p>Friendships, bullying, LGBTQ+, romantic feelings and families</p>	<p>Relationships and Sex Education</p> <p>Choices and dangers in relationships</p> <p>Consent, 'sexting', conflict, domestic violence, same sex relationships, gender and identity. Discuss</p> <p>Peer on Peer abuse</p>	<p>Relationships and Sex Education</p> <p>Intimate relationships</p> <p>Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy and unhealthy relationships, CSE.</p>	<p>Relationships and Sex Education</p> <p>Healthy and unhealthy relationships</p> <p>Pornography on behaviour, laws on harassment and stalking, forced marriages.</p>	<p>Relationships and Sex Education</p> <p>Communication in Relationships</p> <p>Personal values, assertive communication (including contraception and sexual health), relationship challenges including endings.</p> <p>Developing empathy and compassion and seeking support</p> <p>Families and parenting, Fertility/adoption/abortion, Managing loss</p>	<p>Relationships and Sex Education</p> <p>Healthy relationships</p> <p>Understand the difference between 'love' and 'lust'</p> <p>Relationships in the workplace and the boundaries around professional relationships</p> <p>Evaluate different degrees of emotional intimacy in relationships, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships</p>
<p>Living in the Wider World</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>Evaluating media sources; sharing things online</p> <p>Influences and attitudes to money; money and financial risks</p>	<p>Living in the Wider World</p> <p>Identity, Stereotypes and Discrimination racism, religious discrimination, disability, sexism, gender and teenagers.</p> <p>Looking after the world around us</p> <p>Environment, pollution and protecting animal rights.</p> <p>Needs and wants, shopping ethically</p> <p>(Finance link)</p>	<p>Living in the Wider World</p> <p>Financial decision making</p> <p>Budgeting, saving, income and expenditure.</p> <p>Developing respect for beliefs and opinions and advocacy skills</p> <p>Promoting diversity and equality. Challenge stereotypes, prejudice and discrimination</p> <p>Looking after the world around us</p> <p>Charities, aid, human trafficking, sustainability and carbon footprint</p> <p>Online safety</p> <p>Keeping accounts safe, grooming and cyber-crime.</p>	<p>Living in the Wider World</p> <p>Financial decision making</p> <p>Accounts, savings loans and financial institutes, avoiding debt, NI and Tax and the aid of apps.</p> <p>Discrimination and Diversity</p> <p>(Freedom Writers film)</p> <p>Cultural diversity and discrimination</p> <p>Behaviour in society</p> <p>Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.</p>	<p>Living in the Wider World</p> <p>Prevent</p> <p>Addressing extremism and radicalisation (including RS focus)</p> <p>Behaviour in society and online</p> <p>Gangs and county lines, knife crime, fake news, cybercrime, online fraud and money laundering</p> <p>Understanding Islam</p> <p>Understanding the Muslim faith (including RS focus)</p>	<p>Living in the Wider World</p> <p>Develop understand of self-worth in the wider world</p> <p>Different careers pathways, managing transition, aligning goals with actions</p> <p>Human Rights and International Law</p> <p>Link to the Families unit in Relationships (including RS focus)</p>	<p>Living in the Wider World</p> <p>Finance Decision Making</p> <p>Plan for expenditure and budget for changes in circumstances (e.g. when moving out or going to university).</p> <p>Understand and manage salary deductions including taxation, national insurance and pension.</p>
<p>Health and Wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</p> <p>Human reproduction and birth; increasing independence; managing transition.</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>	<p>Health and Wellbeing</p> <p>Making healthy choices and if not, understanding the consequences</p> <p>Diet, exercise, smoking, vaping and alcohol.</p> <p>Strategies to deal with life challenges</p> <p>Physical and emotional changes during puberty. Depression, mindfulness and managing anxiety.</p>	<p>Health and Wellbeing</p> <p>Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences</p> <p>Drugs, dangers of self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training</p>	<p>Health and Wellbeing</p> <p>Making Healthy Choices and Saving Lives</p> <p>Drugs, alcohol, vaccinations, tattoos and piercing, and CPR</p>	<p>Health and Wellbeing</p> <p>Making healthy choices and strategies to deal with life challenges</p> <p>Binge drinking, gambling, online gaming, bereavement, homelessness.</p>	<p>Health and Wellbeing</p> <p>Developing Resilience and risk management</p> <p>Money management. Fraud and cybercrime, preparing of adult life</p> <p>Develop confidence, agency and support seeking skills</p> <p>Making healthy lifestyle choices, health promotion and self-examination</p> <p>Organ donation</p>	<p>Health and Wellbeing</p> <p>Safety</p> <p>Travelling UK and abroad, including passport, visa and insurance requirement. Cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</p> <p>Health</p> <p>To recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'.</p>