

Sex and Relationship Education Policy

This policy should be read in conjunction with other related policies including Equal Opportunities for Students and Gender Equality.

1 Background

'Sex and relationship education involves lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

2 Principles

Birkenhead High School Academy is committed to help ensure that the health, safety and wellbeing of all students and staff assumes the highest priority. This care and commitment is particularly evident in our policy on sex and relationship education. We fully support the Every Child Matters legislation which is reflected in this policy and in which we will help to ensure that our students stay safe and healthy in their personal and family lives, as well as in school.

We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

To help ensure that our ethos and teaching is consistent with the formation of healthy pupils we will:

- Adopt a whole-school approach.
- Involve parents and carers.
- Listen and respond to pupils' views.

3 Aims

Through a carefully developed programme of activities in several curriculum areas, using a variety of approaches, pupils will develop their knowledge, understanding & skills which will empower them to:

- Make responsible and well-informed decisions about their lives.
- Understand their spiritual, moral, cultural, physical and mental development.
- Sensitively relate to a wide range of people and be able to empathise with and support them as necessary.
- Have a sense of their own personal worth and that of others.
- Communicate their feelings, aspirations and needs appropriately and sensitively.
- Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices.
- Have the self-confidence and skills to assert their own independence and choice, particularly with regard to peer pressure.
- Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health.
- Prepare for the opportunities, responsibilities and experience of adult life.

4 Principles

- Teach about taking responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- Give students a clear understanding of the arguments for resisting pressure.
- The programme will be fully inclusive, taking into account such factors as cultural, religious and the different intellectual abilities of pupils.



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5 Practice

This programme will be predominantly delivered within the Personal, Social and Health Education (PSHE) course, and through a number of National Curriculum subjects. This programme describes what will be taught and when. We subscribe to the Department of Education guidance that became mandatory in England from September 2020: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.

The curriculum is spiral, so that topics can be re-visited in later years. Although the topics below are listed specifically, we treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

Specific Issues to be covered within the programme

- Establishing healthy relationships.
- Puberty, menstruation and change.
- Consent and how to communicate this to others.
- Contraception.
- Sexually transmitted infections.
- Understanding our bodies
- Sexting
- Safer sex
- Sexual exploitation
- Sex and pornography
- Personal choices

In Junior School, Relationships and Sex Education (RSE) is taught through the PSHE Scheme: 'You, Me, PSHE' and is delivered by class teachers through specifically timetabled PSHE lessons. Biological aspects of RSE content are taught within the statutory science curriculum, such as reproduction. Some aspects are included in religious education and the computing curriculum (such as online safety). The 'You, Me, PSHE' overview (Appendix 2) introduces RSE topics at Year 2 (boys, girls and families), then Year 4 (growing up and changing), Year 5 (puberty and menstruation) and Year 6 (healthy relationships and how a baby is made).

The RSE curriculum teaches children the importance of family life, moral questions and relationship issues; the physical development of their bodies as they grow into adults and how humans reproduce; respect for their own bodies and the importance of sexual activity as part of a committed long-term and loving relationship; respect for the views of others; what they should do if they are worried about any sexual matters, including possible abuse.

In Senior School, as part of the PSHE programme, Relationships and Sex Education is taught within Religious Studies lessons at **KS3** and is delivered by the head of PSHE, and other RS teachers within a classroom setting; using a range of activities with materials and support provided by health professionals.

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The programme is developed and reviewed in consultation to ensure that it meets the needs of the whole school community.

We ensure that RSE is age relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

We ensure that staff are given regular and ongoing training on issues related to RSE including confidentiality, setting ground rules and establishing positive behaviour, handling controversial issues and responding to questions.

We ensure that all staff are up to date with policy changes, and familiar with the school policy and guidance relating to relationships and sex education.

We ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.

6 Terminology:

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what isn't acceptable language to be used.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

7 Teaching strategies:

These will be developed in greater detail in the teaching scheme, but will include:

- Set and agree clear ground rules.
- Dealing with questions openly and honestly.
- Build in reflection periods.
- Group discussion and Philosophy For Children.

8 Guest speakers:

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

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9 Teacher Training:

Teachers contributing to the delivery of this policy are expected to work within an agreed framework, which must be in line with current legislation. Some staff may need extra support and training to deal sensitively with some of the specific issues above.

10 Working with parents/carers:

Parents/carers are the child's first educators. We will work alongside parents/carers to support them.

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child. Parents have the right to withdraw their children from sex education. Any parents considering withdrawing their child from RSE should contact the Head / Pastoral Deputy Head to discuss their concerns. According to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance paragraph 41-43 pupils can opt into sex education from three terms before their 16th birthday.

11 Child Protection:

Children cannot learn effectively if they are concerned or frightened about being abused or being the victim of violence. They have the right to expect schools to be safe and secure environments. If a member of staff feels that a child is being abused, then they must report in person or via CPOMS to the Designated Safeguarding Lead.

12 Personal Disclosure by a child:

If a pupil makes a personal disclosure, the teacher should talk to them about it before the end of the school day and pass on to the progress lead. It should be reported to the DSL, who will decide what, if any, action is needed if safeguarding is compromised.

13 Roles and responsibilities

Local Governing Body:

- 'The governing body, in consultation with parents, will be able to develop policies which reflect parents' wishes and the community they serve'¹.
- 'All schools must have an up-to-date policy which is available for inspection and to parents'¹.

The Principal

- The Principal is responsible for ensuring that this policy is fully implemented, that staff are appropriately prepared and sufficient resources available to ensure the effective delivery of all elements of this.

Staff

All staff in their daily engagement with other colleagues and with pupils will promote the personal, moral and social qualities, helping to provide good role models which will enable students develop

¹ DfES Sex Education and Relationships Policy, 2000

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their own positive identities and personal qualities. The staff who teach in this important area must ensure that they prepare adequately to ensure all pupils appreciate and understand the messages delivered here.

Science and PE who may teach areas of the Sex and healthy relationships (see the Department of Education guidance that will be mandatory in England from September 2020: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.) will know how they link into the wider framework for delivering relevant, up to date and well planned SRE.

Involvement of External Agencies

To deliver a programme of the very highest standards, we will invite experts and professionals in this area to give knowledge and advice to our pupils. We will endeavour to inform parents in a timely manner, to ensure that parents/carers are aware of such visits. Examples of such parties include:

- Health professionals: doctors and nurses
- Social workers
- Youth workers
- Peer educators.

14 Monitoring and review procedures

This policy and the programme will be monitored and reviewed on an annual basis by the Principal or a nominee. This will take place in a number of ways: in discussion with the member of staff who is responsible for the programme; by inspection of the scheme of work and by observing a number of lessons over the course of the year.

January 2021

Annex 1: References

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance. DfE 2020
- Social Exclusion Report on Teenage Pregnancy, DfE June 1999
- Teenage Pregnancy: Past Success – Future Challenge, DfE 2010
- Working together to safeguard children, DfE 2013
- Sex and Relationships Education Policy, DfE, June 2000
- A Request for Disclosure on Future Sex & Relationships Education Policy, DfE 2010
- SRE for the 21st Century 2017
- SRE Policy Guidance 2017
- PSHE Association guidance for Primary Schools 2017
- 'You, Me, PSHE' Scheme of Work 2020



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Annex 2: Junior School 'You, Me, PSHE' Curriculum Overview

Year 1 - PSHE		
Autumn	Spring	Summer
<p>Physical health and wellbeing: Fun times Pupils learn:</p> <ul style="list-style-type: none"> about food that is associated with special times, in different cultures about active playground games from around the world about sun-safety 	<p>Identity, society and equality: Me and others Pupils learn:</p> <ul style="list-style-type: none"> about what makes themselves and others special about roles and responsibilities at home and school about being co-operative with others 	<p>Mental health and emotional wellbeing: Feelings Pupils learn:</p> <ul style="list-style-type: none"> about different types of feelings about managing different feelings about change or loss and how this can feel
<p>Keeping safe and managing risk: Feeling safe Pupils learn:</p> <ul style="list-style-type: none"> safety in familiar situations about personal safety about people who help keep them safe outside the home 	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies? Pupils learn:</p> <ul style="list-style-type: none"> about what can go into bodies and how it can make people feel about what can go on to bodies and how it can make people feel 	<p>Careers, financial capability and economic wellbeing: My money Pupils learn:</p> <ul style="list-style-type: none"> about where money comes from and making choices when spending money about saving money and how to keep it safe about the different jobs people do

Year 2 - PSHE		
Autumn	Spring	Summer
<p>Physical health and wellbeing: What keeps me healthy? Pupils learn:</p> <ul style="list-style-type: none"> about eating well about the importance of physical activity, sleep and rest about people who help us to stay healthy and well and about basic health and hygiene routines 	<p>Sex and relationship education: Boys and girls, families Pupils learn:</p> <ul style="list-style-type: none"> to understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children about growing from young to old and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special 	<p>Keeping safe and managing risk: Indoors and outdoors Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe in the home, including fire safety about keeping safe outside about road safety
<p>Mental health and emotional wellbeing: Friendship Pupils learn:</p> <ul style="list-style-type: none"> about the importance of special people in their lives about making friends and who can help with friendships about solving problems that might arise with friendships 		<p>Drug, alcohol and tobacco education: Medicines and me Pupils learn:</p> <ul style="list-style-type: none"> why medicines are taken where medicines come from about keeping themselves safe around medicines <p>Asthma lesson for Year 2, 3 or 4 that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>

Year 3 - PSHE		
Autumn	Spring	Summer
<p>Drug, alcohol and tobacco education: Tobacco is a drug Pupils learn:</p> <ul style="list-style-type: none"> the definition of a drug and that drugs (including medicines) can be harmful to people about the effects and risks of smoking tobacco and second hand smoke about the help available for people to remain smoke free or stop smoking <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p>Mental health and emotional wellbeing: Strengths & challenges Pupils learn:</p> <ul style="list-style-type: none"> about celebrating achievements and setting personal goals about dealing with put-downs about positive ways to deal with set-backs 	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting Pupils learn:</p> <ul style="list-style-type: none"> about what influences people's choices about spending and saving money how people can keep track of their money about the world of work
<p>Keeping safe and managing risk: Bullying – see it, say it, stop it Pupils learn:</p> <ul style="list-style-type: none"> to recognise bullying and how it can make people feel about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying 	<p>Identity, society and equality: Celebrating difference Pupils learn:</p> <ul style="list-style-type: none"> Pupils learn about valuing the similarities & differences between themselves & others incl. diff families, cultures, ages, gender, beliefs Pupils learn about what is meant by community Pupils learn about belonging to groups 	<p>Physical health and wellbeing: What helps me choose? Pupils learn:</p> <ul style="list-style-type: none"> about making healthy choices about food and drinks about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this

Year 4 - PSHE		
Autumn	Spring	Summer
<p>Identity, society and equality: Democracy Pupils learn:</p> <ul style="list-style-type: none"> about Britain as a democratic society about how laws are made learn about the local council 	<p>Physical health and wellbeing: What is important to me? Pupils learn:</p> <ul style="list-style-type: none"> why people may eat or avoid certain foods (religious, moral, cultural or health reasons) about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) about the importance of getting enough sleep 	<p>Relationship education: Growing up and changing Pupils learn:</p> <ul style="list-style-type: none"> about the way we grow and change throughout the human lifecycle about some of the physical changes associated with growing up about the impact of growing up and the need for physical hygiene and strategies for managing this recognising that our emotions change as we grow older and learn how to adapt our strategies for dealing with them strategies to deal with feelings in the context of relationships
<p>Drug, alcohol and tobacco education: Making choices Pupils learn:</p> <ul style="list-style-type: none"> that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them about the effects and risks of drinking alcohol about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 2, 3 or 4 that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>	<p>Keeping safe and managing risk: Playing safe Pupils learn:</p> <ul style="list-style-type: none"> how to be safe in their computer gaming habits about keeping safe near roads, rail, water, building sites and around fireworks about what to do in an emergency and basic emergency first aid procedures 	



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Year 5 - PSHE		
Autumn	Spring	Summer
<p>Physical health and wellbeing: In the media Pupils learn:</p> <ul style="list-style-type: none"> ● that messages given on food adverts can be misleading ● about role models ● about how the media can manipulate images and that these images may not reflect reality 	<p>Keeping safe and managing risk: When things go wrong Pupils learn:</p> <ul style="list-style-type: none"> ● about keeping safe online ● that violence within relationships is not acceptable ● about problems that can occur when someone goes missing from home 	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money Pupils learn:</p> <ul style="list-style-type: none"> ● that money can be borrowed but there are risks associated with this ● about enterprise ● what influences people's decisions about careers
<p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia) Pupils learn:</p> <ul style="list-style-type: none"> ● about stereotyping, including gender stereotyping ● workshop from Diversity Role Models or Equaliteach ● about prejudice and discrimination and how this can make people feel 	<p>Mental health and emotional wellbeing: Dealing with feelings Pupils learn:</p> <ul style="list-style-type: none"> ● about a wide range of emotions and feelings and how these are experienced in the body ● about times of change and how this can make people feel ● about the feelings associated with loss, grief and bereavement 	<p>Sex & relationship education: Growing up and changing Pupils learn:</p> <ul style="list-style-type: none"> ● about the physical changes associated with puberty & menstruation ● about the impact of puberty in physical hygiene & strategies for managing this ● how puberty affects emotions & behaviour & strategies for dealing with changes associated with puberty ● to answer each other's questions about puberty with confidence, to seek support & advice when they need it
Year 6 - PSHE		
Autumn	Spring	Summer
<p>Mental health and emotional wellbeing: Healthy minds Pupils learn:</p> <ul style="list-style-type: none"> ● what mental health is ● about what can affect mental health and some ways of dealing with this ● about some everyday ways to look after mental health about the stigma and discrimination that can surround mental health <p>Identity, society and equality: Human rights Pupils learn:</p> <ul style="list-style-type: none"> ● about people who have moved to Islington from other places, (including the experience of refugees) ● about human rights and the UN Convention on the Rights of the Child ● about homelessness 	<p>Sex & relationship education: Healthy relationships/How a baby is made Pupils learn:</p> <ul style="list-style-type: none"> ● about the changes that occur during puberty ● to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact ● what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships ● about human reproduction in the context of the human lifecycle ● how a baby is made and grows (conception and pregnancy) ● about roles and responsibilities of carers and parents ● to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it 	<p>Keeping safe and managing risk: Keeping safe - out and about Pupils learn:</p> <ul style="list-style-type: none"> ● about feelings of being out and about in the local area with increasing independence ● about recognising and responding to peer pressure ● about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>FGM Pupils learn:</p> <ul style="list-style-type: none"> ● about the importance for girls to be protected against FGM <p>Drug, alcohol and tobacco education: Weighing up risk / influence Pupils learn:</p> <ul style="list-style-type: none"> ● about the risks associated with using different drugs, including tobacco and nicotine products, e-cigarettes, alcohol, solvents, medicines and other legal and illegal drugs ● about different influences on drug use ● about assessing the level of risk in diff. situations involving drug use ● about ways to manage risk (in situations involving drug use) & strategies to resist pressure from others about whether to use drugs

Although relationship education occurs in all year groups, the specific objectives of RSE featured on the Junior School overview are detailed below:

In Year 2, pupils learn:

- To understand and respect the differences and similarities between people.
- The biological differences between males and females.
- About growing and changing from young to old.
- That everybody needs to be cared for and ways in which they can care for others.

In Year 4, pupils learn:

- About the way we grow and change throughout the human life cycle.
- Strategies for dealing with our feelings in the context of relationships.

In Year 5, pupils learn:

- About the physical and emotional effects of menstruation & puberty.
- Some of the physical changes associated with puberty & effective methods to manage menstruation.
- Strategies to maintain their physical hygiene.
- How puberty can affect their emotions

In Year 6, pupils learn:

- About the changes that occur during puberty.
- To consider different attitudes and values around gender stereotyping.
- About the positive qualities and expectations from a variety of relationships.
- About the human reproduction (Science Curriculum).
- About how a baby is made and grows (conception and pregnancy).
- The roles and responsibilities of parents and carers.