



**STOCKSBRIDGE
HIGH SCHOOL**
— This is Just the Start —

RSE Policy

Responsible	SMSC Co-ordinator
Last Approved	October 2021
Review Cycle	Annually October 2022

Introduction

The term sex and relationships education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyberbullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy.

Stocksbridge High School values and respects the variety of nationalities, backgrounds and cultural traditions among its students and staff.

Stocksbridge High is part of the Minerva Trust group of schools. Minerva have produced a Trust wide RSE policy. You can also find this on the SHS website.

Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Schools.

Aims of RSE

- to enable our students to better understand the nature of relationships
- to help students develop feelings of self-respect, confidence and empathy
- to create a positive culture around issues of sexuality and relationships
- to enable students to understand the importance of stable loving relationships, including marriage, for the bringing up of children
- to prepare students for the changes that occur to their bodies, minds and emotions
- as a consequence of growth from childhood to adulthood
- to know about the risks of being online and how to stay safe from exploitation
- to support all young people for life in modern Britain.

Delivery

Sex and Relationship Education (RSE) is carefully planned and delivered at KS3 and KS4 through:

- Timetabled Life lessons (KS3 and KS4).
- Tutor-led form time activities (KS3 and KS4).
- Assemblies with a variety of speakers (KS3 and KS4).
- Specified science lessons (KS3 and KS4).
- Super learning days (KS3 and KS4).

Students will learn about:

- Peer pressure.
- Puberty.
- Body image.
- Personal hygiene.
- How to have healthy friendships and relationships.
- Rights and responsibilities in relationships.
- Consent and sex in the UK.
- Negotiating with adults.
- The consequences of high risk behaviour.
- Underage sex, the law and emotional and physical impact.
- The impact of drug use on relationships.
- The impact of drug use on health.
- The dangers of drug use including legal highs, cigarettes and alcohol.
- STIs.
- Contraception – making the right choices.
- Exploitation in relationships.
- Online safety and media influence

National Curriculum Science

At secondary school, the National Curriculum in Science requires that the following elements of RSE should be taught:

KEY STAGE 3

- Fertilisation in humans is the fusion of a male and female cell.
- The physical and emotional changes that take place during adolescence.
- The human reproductive system, the menstrual cycle and fertilisation.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.
- How fertilisation can be prevented by contraception and how some methods of contraception protect us from disease.

KEY STAGE 4

- The way in which hormonal control occurs, including the effects of sex hormones.
- Some medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.

Roles and responsibilities

The subject leader for SMSC plans the schedule and content of Assemblies, super learning days and SMSC lessons using, external specialist support as necessary. Teachers are given training on how to respond to difficult questions.

If a question asked is too personal or explicit, the teacher, in consultation with the safeguarding lead/phase leader, should refer the pupil to an appropriate agency, such as the school nurse, GP or school academic mentor.

All staff must follow the Safeguarding Policy when a disclosure is made.

Procedures

The following are recommended guidelines for specific sex and relationship incidents. Each incident is unique and therefore the guidelines should be used as a reference rather than a set of rules.

Staff, students, carers, hosts, parents and anyone associated with the school community can contact the Designated Safeguarding Lead (DSL) with concerns regarding anyone in the community regarding sex and relationships. Staff should be alert to changes in a student's behaviour or any signs that a student may be at risk. This includes concerns on school trips, in the holidays and concerns relating to pre-admission to the school.

Staff have a duty of care to report any welfare concerns to the DSL immediately and provide a full and detailed report of the concern. This includes any disclosures from any member of the school community to staff, and disclosures must be shared immediately.

From time to time questions may be raised by students' which staff may have difficulty in addressing, due to its nature and content. The staff member in question is not required to answer such questions immediately. In such cases they are advised to defer a reply and consult the Designated Safeguarding Lead before taking further action. Teachers and tutors are urged to use their skill, good sense and discretion in such situations. The recommended ground rules involve the students being able to ask anything they wish as long as they respect the right of both staff and other students not to answer questions if they do not wish to.

Parental right to withdrawal from RSE

DfE guidance states that relationship education is mandatory for all students. However, Parents have the right to request that their child be withdrawn from some or all of sex education. Before granting any such request, the Headteacher, or designated person, should discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the School will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16.

After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationship education or any other aspect a school's curriculum.