



Relationships and Sex Education Policy

Poynton High School

Approved by:
Curriculum and
Welfare Committee of
the Governors
following parental
consultation.

Date: 6 May 2021

Last reviewed on: 6
May 2021

Next review due by: Spring 2024 - On 16 May 2024 the Department for Education (DfE) launched a consultation on the Relationships and Sex Education Guidance. Governors have agreed to extend the current policy until the consultation has concluded and the final guidance is published by the DfE.

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1. Definition

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.

RSE is not about the promotion of sexual activity, but rather, providing students with information.

2. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships
- Enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship
- Educate about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- Teach what is acceptable and unacceptable behaviour in relationships
- Provide a supportive framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Develop students' confidence and self esteem
- Teach students about healthy lifestyles so that they are able to make informed decisions
- Inform students about the services and support networks that are available to them
- Enable students to develop the ability to understand the consequences of their decisions and actions
- Provide support which will help students cope with the physical and emotional aspects of growing up
- Raise awareness of the significance of stable relationships, as key building blocks of society
- Teach students to understand human sexuality and to respect themselves and others
- Enable students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity

- Ensure that students know that sexual abuse, sexual violence and sexual harassment are abhorrent
- Offer effective RSE to our students to allow them to develop safe, fulfilling and healthy sexual relationships, at the appropriate time

3. Statutory requirements

As a secondary academy school we must provide RSE to all students 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 Poynton High School we teach RSE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff collated relevant information including relevant national and local guidance and consulted with SLT
2. Staff consultation – SLT were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
5. Ratification – once amendments were made, the policy and the feedback from parents was shared with governors.

5. Subject content

We have developed the curriculum in consultation with staff and parents, taking into account the age, needs and feelings of students.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Most topics will be taught in mixed sex groups. There are a few occasions, such as Child Sexual Exploitation talks (by the police) and cancer awareness talks (breast and testicular cancers) when single sex groups are appropriate.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS). RSE complements what is taught in other National Curriculum subjects.

Particular care is given to ensure that RSE is accessible to students with special educational needs and disabilities (SEND). The majority of students with SEND are supported in the same way that they are in normal lessons. LSAs are deployed to support students with the greatest level of need and, where possible, will work with students that they have already built up a rapport with.

Where potentially sensitive content is scheduled, Learning Support will liaise with the DL for Welfare beforehand to get details and they may contact certain parents to discuss the material ahead of the date. In a small number of cases it may be agreed with parents that a student would be withdrawn from a session altogether. In these situations the content would be delivered in a different way by the LSA or an alternative session would be devised.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from some or all sex education components of RSE (see Section 8).

7.3 Staff

Staff are responsible for:

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

All staff contribute to the delivery of RSE at Poynton High School through the Student Development Day programme.

Staff who have concerns about teaching RSE are encouraged to discuss this with the deputy headteacher.

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from some or all of the sex education lessons 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.

Requests for withdrawal should be put in writing and addressed to Miss Holyland, Deputy Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The deputy headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

There is no right to withdraw students from the Health Education or Relationships Education or from the science curriculum which includes content on human development, including reproduction.

9. 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 deputy 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, where appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the Director of Learning for Welfare Education and the Deputy Head through:

- Planning and resourcing of activities
- Booking and checking of external speakers/SRE professionals
- Learning walks
- Staff feedback

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Key to where topics are covered:

Computing

PE lessons

Registration activities

Religious Studies

Science

Student Development Days

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
7	Families Divided families	Relationships	About me – registration activity booklet
	Respectful relationships, including friendships What happens when relationships break down? How to manage loss Bullying Equality	Relationships	About me – registration activity booklet Teacher led activities Teacher led activities
	Online and media Computer crime Personal data Online abuse	Relationships	IT teacher led activities

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	Grooming		
	Intimate and sexual relationships, including sexual relationships Reproductive system, structure and function The process of fertilisation, pregnancy and birth and the importance of breast feeding	Health / Sex	Science teacher led activities
	Mental wellbeing Anxieties and worries How do people manage their feelings? Is anyone perfect? Coping with stress Responding under pressure Balancing work and leisure Me time	Relationships	About me – registration activity booklet Teacher led activities
	Internet safety and harms Media safety	Relationships	External speakers (police)
	Physical health and fitness Eating and exercise	Health	About me – registration activity booklet

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	Health and fitness		PE teacher led activities
	Healthy eating Healthy body	Health	Teacher led activities
	Drugs, alcohol and tobacco Different types of drugs – effects of medicinal, social and illegal Smoking	Health	About me – registration activity booklet External speaker (nurse)
	Health and prevention Dental care	Health	External speaker (dentist)
	Changing adolescent body Puberty and changes to the body and the menstrual cycle Growing up	Health	Science teacher led activities External speaker (nurse)
8	Respectful relationships, including friendships How to manage relationships	Relationships	Teacher led activities
	Online and media	Relationships	

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	Esafety		IT teacher delivery
	Mental wellbeing Emotions and relationships	Relationships	Teacher led activities
	Internet safety and harms Using computers safely Age restrictions Personal data Online abuse Grooming Impact of the internet on quality of life, physical and mental health and relationships	Relationships Health	IT teacher led activities
	Physical health and fitness Health and fitness	Health	PE teacher led activities
	Healthy eating Balanced diet Nutrient types Risks of an unbalanced diet	Health	Science teacher led activities

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	<p>Drugs, alcohol and tobacco</p> <p>Effects of smoking on gas exchange system</p> <p>The difference between legal and illegal drugs and the effects some of these have on the body, eg. stimulant / depressant etc</p> <p>Recreational vs medicinal drugs - dangers</p> <p>Alcohol effects and units in different drinks</p>	Health	Science teacher led activities
9	<p>Families</p> <p>Modern families</p>	Relationships	Teacher led activities
	<p>Respectful relationships, including friendships</p> <p>Healthy relationships</p> <p>Relationships</p>	Relationships / Sex	<p>External speakers (ACET)</p> <p>External speaker (police)</p>
	<p>Online and media</p> <p>Personal data</p> <p>Online abuse</p> <p>Online stress</p>	Relationships	<p>IT teacher led activities</p> <p>Teacher ppt</p>
	<p>Being safe</p>		

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	Exploited Consent	Relationships / Sex	External speakers (Brook / Police) External speaker (Body Positive)
	Intimate and sexual relationships, including sexual relationships Expecting more (sex and relationships theatre show) The basics of contraception	Relationships / Sex	External speaker (2Engage) External speakers (Brook / nurse)
	Physical health and fitness Health and fitness Pedometer challenge	Health	PE teacher led activities PE Staff / pedometers
	Healthy eating Healthy eating Eat well	Health	External speaker (restaurant catering staff) Food Technology staff led activities
	Drugs, alcohol and tobacco Substance abuse awareness	Health	External speaker (ROAR)

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	<p>Health and prevention Vaccine: truth and myth How to keep healthy Selfcare</p>	<p>Health</p>	<p>Science teacher led activities External speaker (nurse) External speaker (Poynton community co-ordinator)</p>
<p>10</p>	<p>Families Religious and secular views on the purpose of marriage / alternatives to marriage Divorce – reasons for it (religious and secular responses) Remarriage (religious and secular responses) Parenting and the family</p>	<p>Relationships</p>	<p>RS teacher led activities</p>
	<p>Respectful relationships, including friendships Consent and respect in relationships Prejudice, stereotypes and discrimination The Equality Act 2010</p>	<p>Relationships</p>	<p>RS teacher led activities</p>
	<p>Being safe Sex and the law</p>	<p>Relationships / Sex</p>	<p>External speaker (police)</p>

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	<p>Intimate and sexual relationships, including sexual relationships</p> <p>HIV and gonorrhoea as communicable diseases</p> <p>Structure of micro-organisms, symptoms / treatment</p> <p>IVF – the process and ethics of it</p> <p>Methods of contraception</p> <p>Human sexuality</p> <p>Contraception</p> <p>Is my body normal?</p> <p>Trans talk</p> <p>Contraception</p>	<p>Health</p> <p>Health / Sex</p> <p>Sex</p> <p>Health / Sex</p> <p>Sex</p> <p>Relationships / Sex</p> <p>Relationships / Sex</p> <p>Health / Sex</p>	<p>Science teacher led activities</p> <p>RS teacher led activities</p> <p>External speaker (Sexplain)</p> <p>External speaker</p> <p>External speaker (ACET)</p>
	<p>Mental wellbeing</p> <p>Emotions and memory</p> <p>What kind of person are you?</p> <p>The happiness advantage</p> <p>Mood</p> <p>Self esteem</p> <p>Positive thinking</p> <p>How to deal with unhelpful thoughts</p>	<p>Relationships</p>	<p>Registration activity booklets/teacher ppts</p>

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	<p>Good emotional health</p> <p>Resilience</p> <p>The human and financial costs of disease on families and society</p> <p>Mental health</p> <p>Positive mental health</p>	Health	<p>Science teacher led activities</p> <p>External speaker</p> <p>External speakers (Visyon)</p>
	<p>Internet safety and harms</p> <p>Sexting and online safety</p>	Relationships / Sex	External speakers (Brook)
	<p>Healthy eating</p> <p>How healthy are you?</p> <p>5 ways to well being</p> <p>Improving wellbeing</p> <p>The importance of sleep</p> <p>Diabetes and lifestyle</p>	Health	<p>Registration activity booklets/teacher pts</p> <p>Science teacher led activities</p>
	<p>Drugs, alcohol and tobacco</p> <p>Drugs awareness talks – risks of drug use</p> <p>AA talks</p>	Health	<p>External speaker (Evolve)</p> <p>External speakers (AA)</p>
	Health and prevention		

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	STIs	Health / Sex	Science teacher led activities
	Changing adolescent body Menstrual cycle and hormones involved	Health	Science teacher led activities
11	Intimate and sexual relationships, including sexual relationships Abortion (the law, religious and secular responses)	Health / Relationships	RS teacher led activities
	Mental wellbeing Managing stress	Health / Relationships	Teacher led ppt
	Physical health and fitness Health, fitness and wellbeing Taster fitness activities (yoga, golf, Zumba, self-defence, gym instructor led sessions)	Health	PE teacher led activities External speakers
	Healthy eating Diet and nutrition	Health	PE teacher led activities
	Health and prevention Injury prevention Teenage health	Health	PE teacher led activities External speaker - nurse

YEAR GROUP	TOPIC/THEME DETAILS	CURRICULUM MAPPING (HEALTH / RELATIONSHIPS / SEX)	RESOURCES
	Basic first aid First aid training	Health	External trainers – St Johns Ambulance

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

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none">• 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

TOPIC	STUDENTS SHOULD KNOW
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
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)

TOPIC	STUDENTS SHOULD KNOW
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

