



HONLEY HIGH SCHOOL

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

Version	V05.23	
Policy author	Mrs E Lord, Deputy Headteacher	
Approved by:	Full Governing Body	Date: March 2023
Date of last substantive update	March 2023	
Next review due by:	March 2024	

Contents

1. Introduction and Legislative Framework	3
2. Purpose and Scope	4
3. Policy Development	5
4. Roles and Responsibilities	5
5. Structure and Organisation	6
6. Curriculum	7
7. Inclusion	11
8. Monitoring Arrangements	12
9. Links with other policies	12
Appendix A: Right to be excused from sex education (commonly referred to as the right to withdraw)	13
Appendix B: Request to withdraw a child from sex education	14
Appendix C: Statutory Relationships and Sex Education by the end of Secondary Education	15

1. Introduction and Legislative Framework

The aim of relationships and sex education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Through the RSE programme at Honley High School we aim to:

- Provide a 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

The RSE programme at Honley High School reflects the school's ethos and demonstrates the following values:

- Respecting self
- Respecting others
- Responsibility for own actions
- Responsibility for others

In addition, we believe that RSE should:

- Be an integral part of the lifelong learning process
- Be an entitlement for all young people
- Encourage every student to contribute
- Encourage young people and adults to share their views and respect each other's perspectives

We recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes. We also recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

This policy reflects our commitment to meeting the requirements of the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that students receiving primary education must be taught Relationships Education, students receiving secondary education must be taught RSE and that all primary and secondary students must be taught Health Education. Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010.

It has been written with reference to the following guidance:

- DfE: [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(2019\)](#)
- PSHCE Association: [Creating a PSHE education policy for your school \(2018\)](#)
- DfE: [Keeping Children Safe in Education \(KCSIE\) \(2023\)](#)
- DfE: [Mental health and behaviour in school \(2018\)](#)
- DfE: [Promoting fundamental British values through SMSC \(2014\)](#)

2. Purpose and Scope

This policy aims to:

- Set out an agreed approach to RSE in the curriculum and across the school
- Set out the values to be promoted through RSE in the school
- Inform and reflect practice by detailing the range of issues covered and methodology used to enable learning in RSE

It has been written as guidance for staff, parents or carers, partner schools, other professionals working with our school and young people.

3. Policy Development

This policy has been developed in consultation with staff, students and parents. Consultation and policy development are regular, ongoing processes and involve the following:

- Review – the Head of Identity pulls together all relevant information including relevant national and local guidance
- Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and interested parties are invited to read and feedback on the policy
- Student consultation – we investigate what exactly students want from their RSE
- Ratification –the policy is ratified by the Governing Body

4. Roles and Responsibilities

Governing Body

The governing body will approve the RSE Policy, and hold the Headteacher to account for its implementation.

Headteacher

The Headteacher will verify that arrangements are in place within the school which ensure that:

- There is an appropriate RSE programme in place which is in line with the school's aims and values and is delivered consistently across the school
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- The school manages requests to withdraw children from RSE, where appropriate. See Appendix A for 'request to withdraw' procedure
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Proper provision is in place for students with different abilities and needs, including children with SEND

School staff

- Will ensure that the RSE curriculum is implemented in accordance with this policy

Parents and carers:

- Parents have the right 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 (see Appendices A and B). After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this
- Parents may upon request evaluate the exemplar resources provided by school to make informed decisions regarding withdrawal from the non-statutory components of sex education
- The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships

5. Structure and Organisation

RSE is not an isolated subject: it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by behaviours and attitudes of role models in school. All teachers are responsible for teaching about and modelling good relationships within school.

Many subjects, but particularly Identity*1, Science and ICT explore some elements of relationships and sex education.

The Head of the Identity Curriculum, Pastoral Support Team, Curriculum Leaders, Assistant Headteacher for Personal Development and the Deputy Headteacher jointly co-ordinate RSE and are jointly responsible for the overall planning, implementation and review of the programme.

RSE is delivered through iGen and iDays utilising a range of resources, discussions and activities.

In Year 7 and Year 8 the focus is on identity, character, environmental responsibility, personal safety, homelessness and healthy relationships explored through the books *I Am Malala* (Malala Yousafzai), *Refugee Boy* (Benjamin Zephaniah) *Malamanda* (Thomas Taylor) and *Stone Cold* (Robert Swindles). Lessons are taught by the form tutors and through themes in the assembly programme.

Year 9 and 10 fortnightly tutor-led lessons centre around the books *We Are All Made of Molecules* (Susin Nielsen), *The Art of Being Normal* (Lisa Williamson), *Maze Runner* (James Dashner) and *Mind the Gap* (Phil Earle) and explore a wider range of

topics, including managing changes in relationships; attraction; gender; teen pregnancy; self-esteem; image responsibilities; grief; community and teamwork. In addition, Year 9 have more focused time during iDay(s) to learn about consent, coercion, contraception and STIs. These sessions are delivered by trained staff with a range of school and externally produced resources and include discussion, tasks and film clips. These topics are revisited in Year 10.

A wide range of books echoing the themes of the focus novels are available in the Library.

The RE and Ethics curriculum covers marriage and other stable relationships, fertility and abortion.

The Science curriculum includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

The Computing curriculum covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

6. Curriculum

During Years 7 to 9 the Identity Curriculum explores the following aspects of relationships and sex education:

Relationships:

- Different types of relationships including all types of positive stable and healthy relationships and their importance in parenting
- The qualities, behaviours and skills needed in a positive relationship
- How to identify negative, abusive or unhealthy relationships including how to identify bullying and avoid other poor social influences such as peer pressure and gangs
- How to form relationships safely both in person and online and that there should be trust in relationships and how it may be undermined
- That there are different perspectives on relationships and that views must be expressed without using prejudice-based language
- The need to be inclusive and to challenge discrimination, stereotyping, and family and cultural expectations
- That marriage must be freely entered into without coercion

- Where to seek support for relationships both healthy and unhealthy, including how to respond appropriately when things go wrong online
- The law and sexual consent*2
- How to manage relationship breakdowns including digital legacies
- The rights and responsibilities of parents, carers and children

Online and the media:

- Issues relating to safety and risk online including sharing images, the pressure to share images and privacy
- How relationships and sex are portrayed in the media, including social media and pornography
- How to identify appropriate media

Being safe:

- Issues surrounding consent including how to seek, give, not give and withdraw consent and that it should always be respected*2
- 'Female Genital Mutilation' FGM *2
- Child exploitation*2

Intimate and sexual relationships, including sexual health:

- Developing values for friendship, love and sexual relationships
- Managing strong feelings including sexual attraction
- Managing influences on health and wellbeing
- Evaluating gender roles, behaviour and intimacy in romantic relationships
- Knowing that intimate relationships should be pleasurable
- Gauging readiness for sexual intimacy including the choice to delay sex or be intimate without having sex
- The risks associated with sexual relationships and how to reduce them
- The consequences of sexual relationships

Changing adolescent body:

- Physical and emotional changes during puberty
- Management of growth and change during puberty

During Years 10 to 11, the Identity Curriculum explores the following aspects of relationships and sex education:

Relationships:

- The characteristics and benefits, strong, positive relationships, including mutual support, trust, respect and equality
- The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
- Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
- A variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
- How to safely and responsibly manage changes in personal relationships including the ending of relationships
- Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- Ways to access information and support for relationships including those experiencing difficulties
- How to recognise when others are using manipulation, persuasion or coercion and how to respond
- The law relating to abuse in relationships, including coercive control and online harassment
- Ways to recognise when a relationship is abusive and strategies to manage this
- The skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

Online and the media:

- The portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
- How to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

Being safe:

- The risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
- The impact of attitudes towards sexual assault and the importance of challenging victim-blaming, including when abuse occurs online
- How to recognise the impact of drugs and alcohol on choices and sexual behaviour
- The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- How to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
- How to recognise when others are using manipulation, persuasion or coercion and how to respond
- The challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
- How to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

Intimate and sexual relationships, including sexual health:

- The role of pleasure in intimate relationships, including orgasms
- How to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- The concept of consent in maturing relationships
- The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
- The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

- The current legal position on abortion and the range of beliefs and opinions about it
- The challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
- Specific ‘Sexually Transferred Infections’ STIs, their treatment and how to reduce the risk of transmission
- How to overcome barriers (including embarrassment, myths and misconceptions) relating to sexual health and the use of sexual health services
- Healthy pregnancy and how lifestyle choices affect a developing foetus
- The fact that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
- Diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

7. Inclusion

Sexual orientation and gender identity are explored at timely points and in a clear, sensitive and respectful manner. When teaching about these topics, we recognise that young people may be discovering or understanding their sexual orientation or gender identity. We aim for there to be equal opportunities to explore the features of stable and healthy same-sex relationships and they are integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

We will not promote any particular family structure. Instead, we will promote the important values of love, respect and caring for each other.

Sensitive and specialist topics such as child exploitation, consent and female genital mutilation are all covered, but are taught in a sensitive manner appropriate to the age and development of the students. Students will explore RSE in a way that is relevant and sensitive to all sexualities and irrespective of gender. Opportunities will be used as they arise for answering students’ questions and exploring issues.

Every day learning opportunities are identified and bespoke learning activities are implemented as required, to supplement the school’s RSE programme for students with SEND as well as those who are identified as being more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Staff keep in mind the potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

8. Monitoring Arrangements

The Senior Leadership Team and Curriculum Leaders monitor the way subjects are taught throughout the school through:

- Learning walks (Walks) and lesson observations
- Review days
- Line management and curriculum meetings
- Quality assurance of planning and resources
- Student voice activities

Curriculum Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed at least annually.

9. Links with other Policies

- Behaviour Policy and procedures
- Curriculum Policy
- Equality Policy and Accessibility Plan
- E-Safety Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy (including handling of any reports students may make as a result of the subject content)

**1 Identity (Honley High School's grouping of the two subjects: Citizenship and PSHE (Personal, Social and Health Education))*

**2 Sensitive and specialist topics such as child exploitation, consent and female genital mutilation are all covered, but are taught in a sensitive manner appropriate to the age and development of the students.*

Appendix A: Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not from sex education delivered as part of the National Curriculum for science.

Following a request to withdraw a child from sex education and before granting any such request it is good practice for the headteacher (or appropriate delegated person) to discuss the request with parents /carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.


Good practice is also likely to include the headteacher (or appropriate delegated person) discussing with parents / carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' / carers' request to withdraw the 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.

This process is the same for students with SEND. However, there may be exceptional circumstances where the headteacher may want to take into account a student's specific needs arising from their SEND when making this decision.

All requests to Honley High School for a student to be withdrawn from non-statutory sex education should be made in writing to the headteacher, by completing the form: "Honley High School Request To Withdraw From Non-Statutory Sex Education Within Relationships And Sex Education".

Appendix B: Request to withdraw a child from sex education

	HONLEY HIGH SCHOOL REQUEST TO WITHDRAW FROM NON-STATUTORY SEX EDUCATION WITHIN RELATIONSHIPS AND SEX EDUCATION		
TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Form	
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 name	
Staff signature	
Date	

Appendix C: Statutory Relationships and Sex Education by the end of Secondary Education

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p>Families</p>	<p>Pupils should know</p> <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.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <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. 28 • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 and menopause. • 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.