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# RSHE Policy

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Manjeet Kaur and Niamh Ingram  
WEST MIDLANDS EDUCATION AND SKILLS

# Relationships and Sex Education Policy

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## **1. Introduction**

This policy covers West Midlands Education and Skills' approach to the teaching of Relationships Education, Relationships and Sex Education (RSE) and Health Education (HE).

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

High quality evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. These subjects also promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Our West Midlands Education and Skills vision is to develop well educated, considerate and caring citizens with a strong sense of values who will succeed in, and contribute to, 'modern society'.

## **2. What is Relationships and Sex Education?**

Relationship and Sex Education (RSE) is defined as:

“learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.” (Sex Education Forum)

The aim of 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, resisting pressure to have sex and not applying pressure with any other to have sex. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what may usually occur and what could potentially be an issue in themselves and others.

Most research into this area agrees that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

## **3. Statutory Duty of Schools**

The Government has produced statutory guidance for schools on their legal duties with which they must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education, and has been effective from September 2020. 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, makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in Academies.

This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. **See section 7 “Right to be Excused” for further detail.**

We ask parents to talk to us if they have concerns. We are more than happy to share the curriculum, the specific lessons and resources that your child would be taught. We will also discuss the adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

#### **4. West Midlands Education and Skills Relationship and Sex Education Programme**

##### **OUR AIMS**

Good quality RSE helps provide accurate information about the body, reproduction, sex and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Good quality RSE promotes the core values of respect, love and care. It provides opportunities for young people to reflect on their own attitudes, values and beliefs and those of their peers and others.

**OUR OBJECTIVES** are to support the development of the knowledge, skills, attitudes, values and behaviour which enable pupils to:

- a) Have a sense of purpose
- b) Value self and others
- c) Develop positive character traits & personal attributes
- d) Form healthy relationships
- e) Promote the value of long-lasting relationships and the place of intimacy within them
- f) Consider the impact of relationships on their mental health
- g) Understand different types of relationships
- h) Appreciate the value of family life and associated responsibilities
- i) Understand safer sex and sexual health
- j) Make and act on informed, value-based decisions and counteract myths and misconceptions
- k) Communicate effectively using appropriate words without embarrassment
- l) Be able to delay early sexual activity and resist and report any unwanted touch or pressure
- m) Understand the law, their rights and responsibilities
- n) Recognise and seek support when relationships are unhealthy or abusive
- o) Keep safe online and understand how data is used.

##### **OUR VALUE**

- Every individual has inherent Potential because we are all special and unique.
- Every individual is of equal value and worthy of Respect.
- Every individual has the capacity within them to live with Integrity and sound character and we can be inspired and guided by God.
- Every individual can achieve Excellence with the right support because we can all feel empowered to make the right choices.

- Every individual will flourish best in an environment of Grace because life is better with fresh starts and second chances.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition year to year.

Breakthrough Pathways	Year 7, Year 8 & Year 9
Evolve Pathways	Year 10 & Year 11
Future Pathways	Year 12 & Year 13

### Key Stage 2: Year 6

Topic	Learning Intentions
Changing Bodies	I understand about changes in human body
Changing Emotions	I am starting to understand about emotional changes
Just the way you are	.....
Relationships	I can identify relationships
Lets talk about sex	.....
Human Reproduction	I am starting to understand about human reproduction

### Breakthrough Pathways: Year 7

Topic	Learning Intentions
Healthy and unhealthy friendships	I understand about healthy and unhealthy friendships
Consent around unwanted physical contact within a friendship	I am starting to understand the importance of consent while making physical contact within a friendship
Bullying and peer on peer abuse.	I know what to say and do if somebody is mean to me
Body changes in girls and boys at puberty including implications for personal hygiene	I can identify body changes in girls and boys at puberty
Biological sex and gender	I understand about biological sex and gender
Menstruation; when, why, what happens, how to cope practically and emotionally.	I am starting to understand about menstruation 1966and how it effects physically and emotionally

### Year 8

Topic	Learning Intentions
Different types of menstrual products	I can understand the purpose of different menstrual products and where I can access these.

Details of the menstrual cycle and hormonal control	I will understand the science behind menstruation and how hormones are affected throughout the menstrual cycle.
Naming the external and internal parts of the male and female reproductive system	I can identify different body parts and use the correct scientific terminology when referencing to the male and female reproductive system.
Functions of the reproductive organs	I can clearly name and state the function for both male and female reproductive organs.

### Year 9

Topic	Learning Intentions
<b>What is a healthy, intimate relationship?</b>	To understand what a build a healthy intimate relationship, how consent works and why this is important.
<b>Diversity within intimate relationships</b>	Understand how culture and religion impact intimate relationships and why.
<b>Good communication in intimate relationships</b>	Explore the use of positive and clear communication regarding intimate relationships and why this is important.
<b>Sexual Pressure</b>	Identify what classes as sexual pressure, why this may happen and how to resolve it.
<b>Sex and Health</b>	To know what sexual health is and how to be mindful and protect our own sexual health.
<b>Sexually Transmitted Infections</b>	Identify what STIs are, how they are transmitted and what it can do to the body.
<b>Contraception, preventing pregnancy and infection</b>	Clearly identify different uses of contraception, how it works and how it prevents pregnancy and infections.

### Evolve Pathways: Year 10

Topic	Learning Intentions
<b>Sexual consent and capacity to consent</b>	To understand what sexual consent is and the UK laws around it.
<b>Reporting issues of sexual consent</b>	To know when something is nonconsensual and how to report it, in line with UK law.
<b>Sexual Coercion</b>	To be able to clearly state what coercion is, how to identify signs and what to do if you or someone who know is being coerced.

### Year 11

Topic	Learning Intentions
<b>Pregnancy signs and testing</b>	To learn about early signs and symptoms of pregnancy, why this happens and how to test for pregnancy.
<b>What is abortion?</b>	Explore and understand reasons why people may choose an abortion and female rights regarding abortion.
<b>What is pregnancy?</b>	To understand how a pregnancy grows and progresses. Understand how a baby is grown from an embryo, to a foetus to a baby.

<b>Birth of a child</b>	To know how childbirth takes place, an alternative way to a vaginal birth.
<b>Knowing about miscarriage and stillbirth</b>	To understand pregnancy loss, why this may happen and how it affects women and families.
<b>Alternative ways of having a bay</b>	<b>To</b> explore alternative routes to have a baby for same sex couples and those with fertility issues.

### Future Pathways: Year 12

<b>Topic</b>	<b>Learning Intentions</b>
<b>What is a healthy, intimate relationship?</b>	To understand what a build a healthy intimate relationship, how consent works and why this is important.
<b>Sex and Health</b>	To know what sexual health is and how to be mindful and protect our own sexual health.
<b>Sexual consent and capacity to consent</b>	To understand what sexual consent is and the UK laws around it.
<b>Pregnancy signs and testing</b>	To learn about early signs and symptoms of pregnancy, why this happens and how to test for pregnancy.
<b>What is pregnancy?</b>	To understand how a pregnancy grows and progresses. Understand how a baby is grown from an embryo, to a foetus to a baby.
<b>Birth of a child</b>	To know how childbirth takes place, an alternative way to a vaginal birth.

### Year 13

<b>Topic</b>	<b>Learning Intentions</b>
<b>Alcohol, drugs and sex</b>	Understanding the effects of drugs and alcohol, how this can lead to risk taking behaviour and the dangers.
<b>Reporting issues of consent</b>	To know when something is nonconsensual and how to report it, in line with UK law.
<b>What is pregnancy?</b>	To understand how a pregnancy grows and progresses. Understand how a baby is grown from an embryo, to a foetus to a baby.
<b>Fertility and reproduction – dispelling myths</b>	Gain further knowledge and understanding and fertility and reproduction.

## 5. Provision of RSE at West Midlands Education and Skills, Walsall

The Lead PSHE Teacher will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing, food technology and PE.

There will be a planned programme of lessons sequenced so that core knowledge is broken down into units. Teaching methods will be relevant to pathways, levels of development and age appropriate.

Effective teaching will:

- include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.
- be delivered in a non-judgmental, factual way and allow scope for pupils to ask questions in a safe environment.
- Include distancing techniques and setting ground rules with the class to help to manage sensitive discussion, using question boxes to allow pupils to raise issues anonymously.
- Encourage active student participation to learn from others and to practise using appropriate language in ways which are understood by others.

## 6. Parents/Carers

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. All parents/carers will be:

- given every opportunity to understand the purpose and content of Relationships Education & RSE.
- encouraged to participate in the development of these subjects and ask questions.
- informed about what will be taught and when.
- supported in managing conversations with their children on these issues.

## 7. Right to be Excused from Sex Education (The Right to Withdraw)

Parents have the right to request that their child be withdrawn from some or all the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their 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 parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

**There is no right to withdraw from Relationships Education or Health Education or Safeguarding content.**

**There is no right to withdraw from sex education taught under the National Curriculum in Science.**

## 8. Safeguarding and Confidentiality

At the heart of RSHE there is a focus on keeping children safe, and WMES can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that school should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

In line with KCSIE, all staff are aware of what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the



Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## **9. Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation (collectively known as the protected characteristics). We work to ensure RSE provision is inclusive of all students and consistent with equalities duties.

### **Lesbian, Gay, Bisexual, Transgender (LGBTQ+)**

School will ensure that all their teaching is sensitive and age appropriate in approach and content. As part of teaching pupils about LGBTQ+, School will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. All pupils should feel that the subject content is relevant to them and their developing sexuality.

Sexual orientation and gender identity should be explored in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. The principles of the RSE programme can be applied to all types of relationships.

## **10. Responding to Pupil's Questions**

Pupils of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Support and training will be given to staff about what is appropriate/inappropriate in a whole class setting, as some questions are better not dealt with in front of a whole class.

- We may allow pupils to raise anonymous questions by a “**question box**” activity in lessons.
- Trained teachers will also use their professional judgement in answering questions to the whole class or individually taking into account the Safeguarding Policy.
- Ground rules will be clearly set out by the teacher regarding personal questions at the start of lessons.
- If a safeguarding issue is raised by a question this will be reported/follow-up through the school safeguarding procedures. Teachers may wish to consult with the Deputy Safeguarding Lead if they feel this is appropriate.

## **11. Monitoring, Evaluation and Assessment**

School has the same high expectations of the quality of the pupil's work in these subjects as for other curriculum areas. The curriculum will build on the knowledge pupils have previously acquired, with feedback on pupil progress. Teaching will be assessed, and assessments used to identify where pupils need extra support or intervention.

Ofsted inspection will assess RSHE through pupil's Personal Development and SMSC (spiritual, moral, social and cultural) development.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

## **12. Links with other Policies**

This policy should be read in conjunction with the following School policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information
- Behaviour Policy

## **13. Review of this Policy**

The Governor & senior staff will review the policy every two years and assess its implementation and effectiveness in meeting the needs of pupils, staff and parents and ensure it is in line with current Department of Education guidance.

Consultation has previously taken place in the form of online surveys with parents and focus groups with students.

This policy will be available on WMES website.