



## **Lathom High School**

### **Relationships & Sex Education Policy**

#### **Objectives**

Young people are growing up in an increasing complex world, both on and offline, and this presents a wide range of opportunities but also a number of challenges and risks. In this environment our students need to know how to be safe and healthy, and how to manage their personal, social and school lives in a positive way that supports them to develop and achieve.

The aim of Lathom High School's Personal Development curriculum, including Sex and Relationships Education, is to help students to navigate the emotional, social and physical aspects of growing up. We want to equip our students with the information, skills and positive values to enjoy happy, safe and fulfilling relationships, to take responsibility for their physical and mental well-being and sexual health.

#### **Personal Development curriculum**

Our Personal Development curriculum aims are to provide opportunities for students to develop and foster:

- self-respect and resilience
- empathy for others
- a way to manage emotions and relationships confidently and sensitively
- an understanding of the importance of good physical and mental health, and explore ways to maintain and establish routines to support these
- a way of making choices with an absence of prejudice
- an appreciation of the consequences of choices made
- the skills to manage conflict effectively
- the ability to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Our **Relationships and Sex Education** programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour

- have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and other relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

## **Statutory Requirements**

This policy and Lathom High School's Personal Development curriculum has been created with reference to:

- DfE Guidance on RSE in schools [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK_(www.gov.uk).pdf)
- Equality Act 2010
- Keeping Children Safe in Education

## **Links to other policies**

Safeguarding

E Safety

Behaviour Management

Online Safety

## **Organisation and Content of Sex and Relationship Education**

The Personal Development curriculum is delivered mainly through PROUD days and also through other opportunities including: Science, assembly and form time.

Through this approach the RSE programme makes links with other topics such as emotional health, self-esteem and body image, and the association between alcohol and sexual behaviour and cross-curricular links with a range of subjects, including Religion & Worldviews, Citizenship, Science and PE.

## **Teaching Strategies**

Wherever possible students take an active role in their learning. A variety of methods are used:

- Discussions and debates
- Group workshops
- Research
- ICT (websites controlled by teachers)
- Personal reflective writing
- DVDs/digital media
- Outside speakers and agencies.

## **Outline of content which will be covered**

### **Key Stage 3:**

- Characteristics of positive and healthy friendships and other relationships, and they contribute to happiness and positive mental wellbeing
- Different types of bullying and their impact
- How to stay safe online
- Legal rights and responsibilities with regard to sexual relationships and county lines
- Characteristics of a healthy one-to-one intimate relationship
- How sexual health can impact on mental wellbeing
- Contraception & reducing risks

### **Key Stage 4:**

- Characteristics of a healthy one-to-one intimate relationship
- How sexual health can impact on mental wellbeing
- Importance of staying safe online
- How to reduce the risk of STIs
- Choices in relation to pregnancy
- Roles and responsibilities of parents
- How to recognise and deal with sexual harassment and violence.

## **The teaching of RSE**

Appropriate support and relevant training is available to those leading the development of Sex and Relationship Education courses, as is time for meetings and networking with other organisations and schools, and will be made available to staff delivering RSE as required.

All teachers will establish ground rules before starting lessons of a sensitive nature, so that the classroom atmosphere is one of support where all participants can speak without fear of embarrassment and with confidence.

The emphasis in teaching RSE will be the importance of understanding personal relationships and the right of the individual to make informed choices.

All staff at Lathom High School know to refer any concerns to the DSL. Where appropriate staff will direct students to seek advice and support from an appropriate agency and encourage them to speak to parents or carers; it is not appropriate for staff to give personal advice to students on issues such as contraception.

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents of any disclosure unless the DSL's has specifically requested them to do so.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

### **Informing parents of the right to withdraw**

Parents have the right to withdraw their children from part of the Relationships and Sex Education provided except for those parts included in the statutory National Curriculum. Parents wishing to exercise this right are invited to contact school who will explore the concerns. We will discuss the possible impact that withdrawal may have on the pupil. Once a student has been withdrawn they cannot participate in Sex and Relationships Education until the request of withdrawal has been removed.

### **Disclosure or suspicion of possible abuse**

Lathom High School has a Child Protection / Safeguarding policy and procedure for dealing with allegations or disclosures of child sexual abuse based on LA guidelines, recommendations and training undertaken by all teaching staff.

### **Pupils with SEND**

The Personal Development curriculum, including RSE, will be accessible to all students including students with SEND.

## Appendix:

### Relationships and Sex Education Content (Secondary)

<b>Families</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to the raising of children.</li><li>• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li><li>• 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).</li><li>• 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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li><li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li><li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li></ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Online and Media</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>that specifically sexually explicit material often 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.</li> <li>that sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>

	<ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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