



# **Walthamstow School For Girls**

*“Neglect not the gift that is in thee”*

## **Policy Document**

# **Healthy Relationships & Sex Education Policy Procedure**

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## 1. AIMS

The aims of Healthy Relationships and Sex Education (HRSE) at WSFG are to:

- ensure we are compliant with the [statutory guidance from the government](#) and the Local Authority.
- 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.
- teach students to understand the concept of consent and its legal and moral implications.
- demonstrate our core values of inclusion, tolerance and acceptance.
- respect and reflect the diverse community we serve.

## 2. STATUTORY REQUIREMENTS

As a maintained secondary school, we must provide HRSE to all students as per the [Children and Social work act 2017](#).

In teaching HRSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

## 3. POLICY DEVELOPMENT

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

1. Review – a member of staff and working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their HRSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. DEFINITION

HRSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

HRSE involves a combination of sharing information and exploring issues and values.

HRSE is not about the promotion of sexual activity.

## 5. CURRICULUM

We have developed our curriculum in consultation with families, students and staff, taking into account age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, usually collaborating as a team, so that students are fully informed and don't seek answers online.

Our curriculum is set out as per Appendix A and we may need to adapt it as and when necessary. At the end of each unit, students will provide feedback on: content; learning activities; skills and behavioural change. This feedback will inform refinements which will be shared with parents and carers whose child will experience any revisions.

## **6. DELIVERY OF HRSE**

HRSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of HRSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Students are taught PSHE in form groups and are timetabled one lesson each fortnight. Teachers of PSHE work collaboratively to develop their expertise, knowledge and understanding with regular meetings and training.

The school caters for a diverse community and aims to respect, value and represent the plurality of views within it. In this regard, the teaching of HRSE is based on developing mutual understanding and tolerance of difference.

There is a need to differentiate the content and teaching methodologies to enable all students to access the learning, and teachers will liaise with other professionals within school as part of their planning. This may, for example, include seeking advice and guidance from the Language & Learning Development Faculty where appropriate.

Students may also receive stand-alone sex education sessions delivered by a trained health professional, the details of which will be provided to parents and carers in advance.

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

- families.
- respectful relationships, including friendships.
- online and media.
- being safe.
- intimate and sexual relationships, including sexual health.

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).

For more information about our HRSE curriculum, see Appendices A and B.

## **7. ROLES AND RESPONSIBILITIES**

### **7.1 The Governing Body**

The Governing Body will approve the HRSE Policy and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that HRSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of HRSE (see Section 8).

### **7.3 Staff**

Staff are responsible for:

- delivering HRSE in a sensitive way.

- modelling positive attitudes to HRSE.
- monitoring progress.
- responding to the needs of individual students.
- responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of HRSE.

Staff do not have the right to opt out of teaching HRSE. Staff who have concerns about teaching HRSE are encouraged to discuss this with the Headteacher.

Names/roles of those responsible for teaching HRSE in your school will be updated annually, after the timetable has been written, and are listed below:

<b>Name of teacher</b>	<b>Role in School</b>	<b>Other subjects taught</b>
Jane Snowsill	Deputy Headteacher	Art, GREEN

#### **7.4 Students**

Students are expected to engage fully in HRSE and, when discussing issues related to HRSE, treat others with respect and sensitivity. Students will draw up a code of conduct for HRSE lessons with support from their teachers which will include reference to and understanding of the protected characteristics as listed in the Equalities Act 2010 and our legal obligation to ensure we do not discriminate.

### **8. PARENTS' AND CARERS' RIGHT TO WITHDRAW**

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within HRSE up to and until three 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 using the form found in Appendix C of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

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

### **9. TRAINING**

Staff are trained on the delivery of HRSE as part of their induction and it is included in our Continuing Professional Development calendar.

The 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 HRSE.

### **10. MONITORING ARRANGEMENTS**

The delivery of HRSE is monitored by Jane Snowsill, Deputy Headteacher and Kristine Pratt, Assistant Headteacher through:

- planning and review meetings with the teachers.
- regular scrutiny of lesson resources.
- learning walks.
- student feedback during and at the end of units of learning.
- teacher feedback during and at the end of units of learning.
- dialogue with families following the sharing of schemes of learning.

Students' development in HRSE is monitored by class teachers using the ipsative assessment approaches outlined by the PSHE Association.

This policy will be reviewed by Jane Snowsill, Deputy Headteacher and Kristine Pratt, Assistant Headteacher annually. At every review, the policy will be approved by the Governing Body.

## **APPENDIX A: Curriculum Map**

### **Healthy relationships and Sex Education curriculum map**

This scheme of learning is based upon the best practice from the PSHE Association and develops the skills, knowledge and behaviours advised in their guidance. It complies with the statutory guidance.

As a programme of learning it is structured to progress from year to year in an age-appropriate way to ensure it is meaningful and can impact positively on the wellbeing of young people.

There are 18 hours of learning per year in timetabled PSHE lessons – one hour each fortnight. This scheme of learning allocates nine hours to Healthy Relationships and Sexual Education.

### **Assessment**

There are many reasons why it is important that learning in PSHE education is assessed, including:

- students need opportunities to reflect on their learning and its implications for their lives.
- teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- assessment increases students' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- assessment allows the leadership team, parents/carers, governors and school inspectors to see PSHE education's impact on students and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- the DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of students' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

*\* For further guidance on assessment for, and of, learning in PSHE, see the PSHE Association's guides to assessment in PSHE education.*

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guides-assessment-pshe-education-ks1-4>

### **Teaching methodologies and non-negotiable routines**

#### **Heads Up**

All schemes of learning will be shared in advance of the teaching with families and students. They will also be published on our website for ease of access. This is to ensure students are not ambushed by a topic which may be a trigger for them and to ensure families are aware of what their child is learning.

#### **Student Ground Rules**

Many of the topics raised in HRSE have the potential to cause discomfort and conflict of opinions. Although open discussions can be of value, it is paramount that students feel safe to express views without repercussions. Students will construct ground rules for the lessons which will need to include:

- agreement that no personal stories are shared.
- agreement that no real stories of anyone else in the school are shared and/or discussed.

- appropriate language is used such as scientific language for body parts.
- acceptance that although our private views may differ, we are all legally obligated to ensure that the Equalities Act 2010 guides us on the legal protection against discrimination for people who have protected characteristics.

In order to facilitate meaningful discussions, teachers will avoid teaching methods that use whole class debate. Teachers will ensure students discuss in small groups who will then feed back on their aspect of the discussion to the whole class. This strategy enables teachers to group students carefully in advance of discussion activities and to circulate among those groups to ensure the appropriateness of their discussions prior to whole class feedback.

### **Question Box**

Every lesson will end with the anonymous question box. Each student will have a post-it note and all students may ask a question or simply write that they have no question, but all students will place their post-it note in the question box. This is to ensure that the writer of any questions may not be identified. The teacher will answer the questions the following lesson to enable them to consider age-appropriate and accurate answers. The following lesson will begin with the questions from the previous lesson, and these will be typed up onto a slide and kept for future reference.

### **Assessment**

PSHE and HRSE are assessed using ipsative assessment. This means that students self-assess their skills, knowledge and behaviours on a topic before, during and after the learning, and record their progress reflectively on it.

### **Student Feedback to inform content, pace, learning activities**

Every scheme of learning will be evaluated by students. Their feedback will inform any revisions and refinements to it which will be shared with parents and carers in advance of their child learning that unit.

### **Programme of Learning**

<b>YEAR SEVEN - HRSE</b>	
<b>Diversity</b> Diversity, Prejudice and Bullying	
<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	
	<b>Learning Question</b>
01	<b>What makes a good friend? How can I be a good friend?</b> What are my rights and responsibilities in relation to others?
02	<b>What is belonging? How do we ensure everyone feels they belong?</b>



	Living in a diverse society. Challenging prejudice, stereotypes and discrimination.
03	<b>Is it bullying? What can I do?</b> The signs and effects of all types of bullying, including online. How to respond to bullying of any kind, including online.
04	Co-constructed lesson on previous learning and how to support others on 01-03.
05	<b>How can I develop self-worth and self-efficacy?</b>
06	<b>What are the qualities and behaviours relating to different types of positive relationships?</b>
07	<b>How can I recognise an unhealthy relationship?</b> <b>What is consent and how do I communicate whether I consent or not?</b>
08	<b>Can I recognise and challenge media stereotypes?</b>
09	<b>How do I evaluate expectations for romantic relationships?</b> Media, family, literature – what do they teach us about romantic relationships? Is that realistic?

<b>YEAR SEVEN – Health and Wellbeing</b>	
<b>Transition and Safety</b> Transition to secondary school and personal safety in and outside school including First Aid.	
<b>Health and Puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM.	
	<b>Learning Question</b>
01	<b>How do I feel about starting secondary school? What changes do I need to adapt to?</b>
02	<b>How can I stay safe? Including online and travelling to and from school</b>
03	<b>What is puberty? Including for boys and girls.</b>
04	<b>What is a period? How can I manage my period? Do I want to consider reducing the impact to the environment in managing my period?</b>
05	<b>How does puberty affect my body in other ways?</b>

06	<b>How does puberty affect my moods? And how can I manage this?</b>
07	<b>What habits and routines will keep me healthy?</b>
08	<b>How do I manage unwanted contact? What is FGM?</b>
09	<b>A co-constructed lesson based on issues raised during the unit and needing to be covered appropriately.</b> Unit evaluation: How has this unit influenced your feelings and behaviour? What has been most useful? What has been less useful?

## YEAR EIGHT

### Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.

### Identity and relationships

Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.

	<b>Learning Question</b>
01	<b>How do I manage influences on my beliefs and decisions?</b>
02	<b>What does groupthink and persuasion mean?</b>
03	<b>How can I develop my self-worth and confidence?</b>
04	<b>What is gender-based discrimination? (Equalities Act 2010 and all protected characteristics)</b>
05	<b>Can I recognise and challenge racism and religious discrimination? (Equalities Act 2010 and all protected characteristics)</b>
06	<b>What is meant by sexual orientation?</b> <b>Can I recognise and challenge homophobia, biphobia and transphobia?</b>
07	<b>What are the qualities of positive, healthy relationships and how do people demonstrate positive behaviours in healthy relationships?</b>
08	<b>What is consent?</b> Learning about the law; that the legal and moral duty is with the seeker of consent; how to effectively communicate consent in relationships.
09	<b>What is "sexting"?</b> <b>What are the risks of "sexting"? How do I manage requests or pressure to send images?</b>

<b>YEAR NINE</b>	
<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes.	
<b>Intimate relationships</b> Healthy relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	
	<b>Learning Question</b>
01	<b>Are all families the same?</b> Learning about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.
02	<b>How can we get on?!</b> Learning about positive relationships in the home and ways to reduce homelessness amongst young people.
03	<b>We just don't get on!</b> Learning about conflict and its causes in different contexts e.g., with family and friends. Learning conflict resolution strategies.
04	<b>How do I cope with change?</b> Learning how to manage relationship and family changes including relationship breakdown, separation and divorce plus sources of support.
05	<b>How does the media portray intimate relationships?</b> Learning about how the media and pornography might affect expectations. Learning about readiness for sexual activity, considering the law, maturity, religion, family, peer group. The choice to delay sexual activity or enjoy intimacy without sex.
06	<b>What are the myths and misconceptions relating to consent?</b> Learning about the myths and misconceptions. Learning about the continuous right to withdraw consent and the capacity to consent.
07	<b>What is safe sex?</b> Learning about STIs, effective use of condoms and negotiating safer sex. Learning about the consequences of unprotected sex including pregnancy.
08	<b>It'll be ok, won't it?</b> Learning how to assess and manage risks of sending, sharing or passing on sexual images.
09	<b>How do I secure my personal information online?</b> Learning how to secure personal information online.

<b>YEAR TEN</b>	
<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.	
<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism.	
	<b>Learning Question</b>
01	<b>What are my values in relationships?</b> Learning about relationship values and the role of pleasure in relationships.
02	<b>How do I work out what is true?</b> Learning about myths, assumptions, misconceptions and social norms about sex, gender and relationships.
03	<b>Can I trust the media?</b> Learning how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours.
04	<b>I met them online ...</b> Learning about the opportunities and risks of forming and conducting relationships online.
05	<b>Yes or No!</b> Learning about the ethical and legal implications in relation to consent, including manipulation, coercion and the capacity to consent. Learning how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support.
06	<b>What is equality?</b> Learning about communities, inclusion, respect and belonging. Learning more about the Equality Act, diversity and values.
07	<b>Can I trust social media?</b> Learning how social media may distort, mis-represent or target information in order to influence beliefs and opinions.
08	<b>What if I don't agree?</b> Learning how to manage conflicting views and misleading information. Learning how to safely challenge discrimination, including online.
09	<b>How do I recognise extremism and radicalisation?</b> Learning to recognise and respond to extremism and radicalisation.

<b>YEAR ELEVEN</b>	
<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	
<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.	
	<b>Learning Question</b>
01	<b>What are my core values?</b> Learning about core values and emotions.
02	<b>How can I express my wants and needs?</b> Learning how to communicate assertively and how to communicate wants and needs.
03	<b>Please go away!</b> Learning how to handle unwanted attention including online. Learning how to challenge harassment and stalking including online.
04	<b>Is this how it should be?</b> Learning about various forms of relationship abuse. Learning about unhealthy, exploitative and abusive relationships. Learning about “honour based” violence and forced marriage – and how to safely access support.
05	<b>Where can I get help?</b> Learning how to access support in abusive relationships and how to overcome challenges in seeking support.
06	<b>What makes a parent? 1</b> Learning how to evaluate readiness for parenthood and positive parenting qualities.
07	<b>What makes a parent? 2</b> Learning about fertility, including how it varies and changes. Learning about pregnancy, birth and miscarriage. Learning about unplanned pregnancy options including abortion. Learning about adoption and fostering.
08	<b>Loss ...</b>

	Learning how to manage loss, grief and bereavement.
09	<b>And ...</b> A co-constructed lesson on issues needing further thought from the previous lessons.

## REFERENCES

PSHE Association website <https://www.pshe-association.org.uk/>

**APPENDIX B: From the PSHE Association guidance:** by the end of secondary school students should know ...

*N.B. We have referred to this guidance in the formulation of our programme of learning, and with consideration of our teaching allocation of 19 hours per academic year.*

TOPIC	STUDENTS SHOULD KNOW
Families	<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 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.</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 raising of children, including the characteristics of successful parenting.</li> <li>▪ 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.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</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 respect to others, including people in positions of authority and due tolerance of other people's beliefs.</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> <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>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</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 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.</li> <li>▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>▪ How information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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).</li> </ul>



TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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> <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, efficacy 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>• About the 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>

**APPENDIX C: Parent form: withdrawal from sex education within HRSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within Healthy 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	Include notes from discussions with parents and agreed actions taken. e.g.: <i>Name of student</i> will be taking part in all relationship lessons, but during the sex education lessons, will be working independently on a project in <i>location</i>