RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy covers the approach of Bishop Heber High School to Relationships and Sex Education (RSE).

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1.RATIONALE AND ETHOS

Bishop Heber High School is committed to supporting students in their physical, social, emotional and moral development. Through the Relationships and Sex Education (RSE) curriculum the School aims to:

- Develop students' confidence, self-esteem, self-awareness and emotional health
- Prepare all students for the future, regardless of their sexual orientation or gender identity
- Provide opportunities for students to explore their own and others' values and develop their own moral framework
- Develop students' knowledge about healthier and safer lifestyles in order that they are able to make decisions based on that knowledge
- Understand the potential outcomes and consequences of their decisions, including legal consequences
- Develop students' knowledge and understanding about the services that are available so they are able to seek help and advice
- Provide students with the means to safeguard themselves in their current and future sexual and non-sexual relationships
- Promote understanding of how to develop effective, fulfilling relationships and of what constitutes disrespectful and unacceptable behaviour
- Develop positive attitudes towards all types of relationships including same-sex or relationships which include trans people
- Provide opportunities for students to develop an understanding of, and respect for, difference and diversity
- Enable students to develop the skills necessary to protect themselves from sexual exploitation

Our vision is for Bishop Heber High School to be a School in which Respect, Opportunity and Achievement can flourish. The Relationships and Sex Education (RSE) curriculum will reflect the school's ethos and demonstrate and encourage the following values:

- Respect for self and others
- Respect for difference
- Responsibility for their own actions
- Responsibility for their family, friends and wider community
- The rights of the individual
- Equality
- Understanding of acceptable and unacceptable behaviour

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2. ROLES AND RESPONSIBILITIES

The Governing Body has overall responsibility for the monitoring and evaluation of the Relationships and Sex Education (RSE) policy.

The Headteacher is responsible for ensuring that Relationships and Sex Education (RSE) is taught consistently across the School, and for decision making regarding requests to withdraw students from non-statutory components of Relationships and Sex Education (RSE).

The Deputy Headteacher i/c Personal Development and Culture will review the Relationships and Sex Education (RSE) policy annually and have strategic oversight of the Relationships and Sex Education (RSE) curriculum.

Year and Assistant Year Leaders are responsible for the delivery of Relationships and Sex Education (RSE) to their year group/s as they lead their team of tutors. They will ensure that lesson resources and activities are high quality and will monitor RSE delivery through work sampling, learning walks and student and staff voice.

Form Tutors will be responsible for delivery of Relationships and Sex Education (RSE) to their tutor group during PSHCE lessons. They will model positive attitudes to the curriculum and create a calm, safe, purposeful and positive learning working environment where it is safe to make mistakes and where relationships can be developed. Form Tutors will monitor students' development and progress.

Students are expected to fully engage in their Relationships and Sex Education (RSE) lessons, treating each other and staff with respect and showing sensitivity to others' opinions.

3. STATUTORY REGULATIONS AND GUIDANCE

Relationships and Sex Education (RSE) is a statutory requirement for secondary school students, and the mandatory curriculum can be found here:

Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)

Documents that inform the school's RSE policy include:

- Education Act (1996)
  Education Act 1996 (legislation.gov.uk)
- Learning and Skills Act (2000)
  Learning and Skills Act 2000 (legislation.gov.uk)
- Education and Inspections Act (2006)
  Education and Inspections Act 2006 (legislation.gov.uk)
- Equality Act (2010)
  Equality Act 2010 (legislation.gov.uk)
- Supplementary Guidance SRE for the 21st Century (2014)
  SRE for the 21st Century - Supplementary Advice | sexeducationforum.org.uk
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)
  Keeping children safe in education - GOV.UK (www.gov.uk)
- Children and Social Work act (2017)
  Children and Social Work Act 2017 (legislation.gov.uk)

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4. ENGAGING STAKEHOLDERS

Bishop Heber High School is committed to working with parents. All Year 7 parents/carers will be informed that Relationships and Sex Education (RSE) is taking place and will be directed to the PSHCE Curriculum Plan and Scheme of Knowledge and Understanding on the School website

The Relationships and Sex Education (RSE) policy will be available to parents/carers on request and a copy available on the School website. Students will be consulted about the policy through the School Council and student questionnaires.

Parents' right to withdraw

Under Section 405 of the Education Act 1996, parent/carers may request withdrawal of their child from sex education lessons outside the Science curriculum:

"If any parent of any student… requests that he/she may be wholly or partly excused from receiving sex education at the School, the student shall, EXCEPT, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn".

There is no right to withdraw from Relationships Education as the content of these lessons – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents/carers wanting to exercise their right to withdraw their child are invited to complete the 'Right To Withdraw Form' (Appendix 1) and contact the Year Leader who will explore the concerns and discuss any impact that such action may have on the student, including the possible negative experiences or feelings that my result.

A student can request to opt back into sex education without their parents'/carers' consent or knowledge from three terms before their 16th birthday, and if they opt back in, the School has a duty to provide them with sex education.

5. CURRICULUM DESIGN AND DELIVERY OF RSE

Relationships and Sex Education (RSE) is delivered within the PSHCE curriculum and will complement learning in the Science curriculum.

PSHCE is delivered by Form Tutors every Thursday during Period 1 to mixed gender and mixed ability tutor groups. There is a dedicated PSHCE Day in the Autumn Term, where visiting speakers and guests deliver aspects of the curriculum.

Outside guest speakers and those with specific expertise will be used throughout the academic year to develop students' knowledge and understanding of key topics within the Relationships and Sex Education (RSE) curriculum.

The curriculum will be reviewed following feedback from Form Tutors following discussion in Year Team meetings and from students including via the School Council and student questionnaires.

Resources

High quality resources support our Relationships and Sex Education (RSE) provision and will be regularly reviewed by the Deputy Headteacher i/c Personal Development and Culture, Year Leaders and Assistant Year Leaders. Students will be encouraged to reflect on their own learning and progress in their PSHCE books. Resources will be available on SharePoint for all staff to access.

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Assessment
Assessment will predominantly be through self-assessment. Student PSHCE books will show the progress of knowledge and skills. Key vocabulary will be noted and developed. Formal teacher assessment is of Attitude to Learning and will be reported to parents/carers three times a year in summary and full reports.

6. SAFEGUARDING

All students are required to adhere to a set of ground rules during Relationships and Sex Education (RSE) lessons, in order to create a safe learning environment for all. These generally include listening to others, keeping anecdotes anonymous and being non-judgemental.

Staff are aware that effective Relationships and Sex Education (RSE) which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a safeguarding/child protection issue. If necessary, staff will consult with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

The School has a Safeguarding and Child Protection Policy, which is available on the School Website. All staff are trained annually in the school's safeguarding procedures.

It is the responsibility of the School to support students, but no individual should guarantee a student absolute confidentiality. Students should be made aware that 'confidences' may be shared among the staff of the School if that is seen to be beneficial for the student's well-being and/or the teacher's ability to deal with the issue. Students should be made aware that under the Children's Act 1989, adults "may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare".

Answering difficult questions
Teachers should establish with students, a set of ground rules so that they are aware of the parameters. For example:

- If a question is too personal, remind the student about the ground rules
- If the student needs further support, refer them to the relevant Year Leader or Designated Safeguarding Lead, or to guidance on the School website – see appendix 2 and 3
- If a question is felt to be too explicit, acknowledge it and meet with the student later
- If the answer to a question is not known – say so. The teacher will seek further advice and guidance
- Any concern about sexual abuse should be followed up immediately using the School's safeguarding procedures

7. TRANSITION ARRANGEMENTS

The School will build on RSE programmes already in place in feeder primary schools. This will be done through the Broxton Federation Group Primary Partners (BREIP).

8. CONTINUING PROFESSIONAL DEVELOPMENT

Whole School training on Relationships and Sex Education (RSE) and related issues will be offered as part of School CPD. Teachers delivering Relationships and Sex Education (RSE) can apply for courses as appropriate and to team teach, where possible, in areas where development is needed. Observation, coaching and feedback of teaching and learning between members of the team is also encouraged.

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9. EQUAL OPPORTUNITIES

Relationships and Sex Education (RSE) lessons provide a good background for talking openly and freely about diversity or personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual orientation (homophobic or biphobic bullying), perceived sexual orientation or gender identity (transphobic bullying) will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the School's Behaviour and Discipline policy.

LGBTQ+

If a student wants to speak to a staff member about their sexual orientation or gender identity, then the staff member should listen and be supportive. If the member of staff does not know the answer to their questions they should say so. Staff members should signpost students to Local Authority agencies and charities and provide online resources that may be able to answers their questions – see appendix 2. Further information can be found on the LGBTQ+ information board outside Student Services and via the School Website (A to Z).

Catering for learners with SEND

Bishop Heber High School ensures that Relationships and Sex Education and Health Education meets the needs of all students including those with special educational needs and disabilities (SEND) by ensuring:

- All staff have access to the SEND registers which list SEND learners and record the needs of SEND students in their PSHCE group in a Pyramid of Inclusion
- All staff receive regular training from the SEND team regarding different types of special educational needs and disabilities and how to adapt teaching so that students with SEND can make progress
- Some staff have completed additional training on supporting the mental health of SEND students
- Particularly vulnerable students with SEND are monitored within lessons dealing with sensitive topics, and, if necessary, can have a "time-out" option in the Inclusion Resource Provision
- Where necessary staff differentiate the content they are delivering and adapting lesson activities for SEND students to allow them to access the tasks

10. POLICY FORMULATION, MONITORING AND EVALUATION

The policy was drafted by the Deputy Headteacher i/c Personal Development and Culture, in consultation with the Subject Leader of Science, Year Leaders, Assistant Year Leaders and the School SENDCo.

The policy will be reviewed annually. We will evaluate its effectiveness by taking into account feedback from students, staff, and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews. The overall responsibility for policy monitoring and evaluation remains with the Governing Body.

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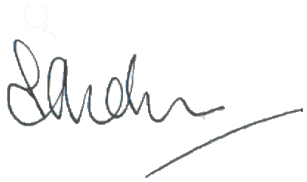
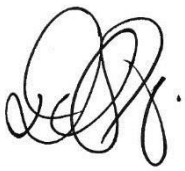


Signed: (Chair of Governors)



(Headteacher)

Administration Use	
Statutory/Non-Statutory:	Statutory
School Website:	Yes
GB Committee:	SPA
Document Formulated:	February 2021
Date Reviewed Document Approved by SPA:	10th May 2021
Date Reviewed Document Approved by FGB:	To be Approved 14th June 2021
To be Reviewed:	Annually
Reviewed by School Council	25th February 2021
Date of Parental Consultation	March 2021
Next Review Date:	May 2022

The links and legislation noted in this document are correct as at the time of approval.

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APPENDIX 1

Parent/Carer Form: Withdrawal from Sex Education within RSE

To be completed by parent(s)/carer(s)	
Name of student:	**Name of parent(s)/carer(s):**
Year:	**Tutor Group:**
Outline the reason/s for withdrawing your child from Sex Education lessons within the Relationships and Sex Education curriculum:	
Parent(s)/carer(s) signature:	
Date:	

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APPENDIX 2

Relationships and Sex Education Information, Advice and Guidance

Sexual Health, Relationships and Wellbeing Advice

Below are a variety of charities and organisations that provide young people with advice and support on issues relating to sexual health and wellbeing. Each image below is a hyperlink and you can access the websites by clicking on them:

brook	Brook are committed to supporting young people to take charge of their sexual health and wellbeing. Their website provides advice on a variety of topics including, but not limited to: contraception, STIs, pregnancy, sex, abuse, relationships, gender and sexuality.
HEALTH FOR TEENS	The Health for Teens website contains information on feelings, growing up, health including sexual health, lifestyle and relationships. It enables young people to search for support in their local area.
DISRESPECT NOBODY	The Disrespect Nobody website provides guidance about healthy relationships and respect. It deals with topics such as sexting, relationship abuse, consent, rape and sexual harassment. For their introductory video click here
childline ONLINE, ON THE PHONE, ANYTIME	Childline advice pages: Sex including consent What to do if you think you are pregnant Abortion Advice on sexting and sending nudes Sexually transmitted infections Healthy and unhealthy relationships

Sexual Health Clinics:

- Fountains Health Centre Sexual Health Clinic, Delamere Street, Chester, CH1 4DS. Tel: 0300 247 0020
- Open Clinic, Whitchurch Community Hospital, Claypit Street, Whitchurch, SY13 1NT. Tel: 0300 123 0994
- Sexual Health Clinic, Wrexham Maelor Hospital, Entrance 3, Croesnewydd Road, LL13 7TD. Tel: 01978 727197

LGBTQ+ Advice and Support:

the PROUD Trust home of LGBT+ youth	The Proud Trust helps LGBTQ+ young people to empower themselves, to make a positive change for themselves and their communities. Their 'Come Out and Say It' guide answers questions you might have about gender, sexuality and identity, and also provides advice about how you can help friends, family and people around you who want to come out.
Believe in children Barnardo's	Barnardos support LGBTQ+ children, young people and their families in the UK. Their LGBTQ Young People Safe Space Guide provides links to useful websites to support LGBTQ+ young people and their family and friends.
YOUNG SCOT	The Young Scot website provides advice on how you can support a family member or friend who has come out as lesbian, gay, bisexual and transgender.
PHOENIX LGBT+ Youth Groups Cheshire West	Phoenix youth groups are for young people in the Cheshire West area who identify as LGBT+ (lesbian, gay, bisexual, trans, plus other identities) or are questioning their sexuality or gender identity.

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APPENDIX 3

Sexual Assault and Harassment Information, Advice and Guidance

What is sexual assault?

Sexual assault is an any sexual act that a person did not consent to. This means they did not agree to it. This could include rape or other offences such as groping, forced kissing or child sexual abuse. This can happen to anyone of any age: men, women and children.

It is not uncommon for a victim of sexual assault to have no physical injuries or signs of their assault.

What to do if you are a victim of a sexual assault

You could:

- Speak to someone at school - we strongly encourage this. This could be your Form Tutor, Year Leader or any adult who you feel most comfortable talking to. They will inform Ms Mort, Deputy Headteacher and Designated Safeguarding Lead. Alternatively, you can speak directly to Ms Mort or Ms Vaughan, Deputy Designated Safeguarding Lead - email umort@heber.org.uk or svaughan@heber.org.uk .
- Speak to your parents/carers. If you are worried about this conversation, Ms Mort and Ms Vaughan can support you with this.
- Speak to a doctor or practice nurse at your GP surgery.
- Contact a voluntary organisation e.g.
  The NSPCC who have launched an new helpline which can be contacted on 0800 136 663 or by emailing help@nspcc.org.uk
  Women's Aid – online chat via their website
  Victim Support – phone: 0808 168 9111
  The Survivors Trust - phone: 0808 801 0818
  Survivors UK (for male victims) - chat online or via SMS text 0203 322 1860
- Phone the Rape Crisis national helpline, open every day of the year 12 p.m. – 2.30 p.m. and 7 p.m. – 9.30 p.m. phone: 0808 802 9999
- Cheshire West and Cheshire East Rape and Sexual Abuse Support Centre (RASASC) - phone: 01260 697 900
- The police – phone: 101
- Victims of Female Genital Mutilation (FGM) can phone a 24 hour helpline 0800 028 3550
- Relatives and friends of someone who has been sexually assaulted can contact The Havens website for advice on what you can do to help.

If you are in immediate danger or in need of urgent protection phone the police on 999

What is sexual harassment?

Sexual harassment is any unwanted behaviour of a sexual nature that makes the victim feel distressed, intimidated or humiliated. This could include:

- Someone making sexually degrading comments or gestures
- Your body being stared or leered at
- Being subjected to sexual jokes or propositions
- Unwanted emails or text messages with sexual content
- Physical behaviour including unwelcome sexual advances and touching
- Someone displaying sexually explicit pictures in your space or shared space
- Offers of rewards in return for sexual favours

Sexual harassment will not be tolerated at Bishop Heber High School. If you have experienced or are experiencing sexual harassment, it is important to report this to a member of staff. This could be your Form Tutor, Year Leader or any adult who you feel most comfortable talking to. They will inform Ms Mort, Deputy Headteacher and Designated Safeguarding Lead. Alternatively, you can speak directly to Ms Mort or Ms Vaughan, Deputy Designated Safeguarding Lead – email umort@heber.org.uk or svaughan@heber.org.uk .

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APPENDIX 4

PREGNANCY

If a student or third party discloses a pregnancy to a member of staff this should be reported to the Designated Safeguarding Lead.

The Designated Safeguarding Lead will the School follows the procedures below:

- The student's story is listened to – their hopes and fears
- The student is encouraged to tell their parent/carer and agrees when that will happen
- If the student feels unable to tell their parent/carer, but gives permission for the school Year Leader or Designated Safeguarding Lead to do so, parent/carer will be contacted as soon as possible
- If the student refuses to inform their parent/carer the student can consent for the school's Year Leader or Designated Safeguarding Lead to speak to their GP or link School Nurse
- If the student does not consent, it is good practice for the Designated Safeguarding Lead to take advice from the Safeguarding Children in Education Team (SCIE)
- If any child protection issues arise the Designated Safeguarding Lead will be notified
- Arrange to meet with the student the following day to offer them on-going support and identify any further issues that have arisen
- Use the opportunity to assess the effectiveness of the school's relationship and sex education teaching
- If a student decides to continue with the pregnancy, the student should be advised that the Headteacher and the nominated Local Authority Officer will need to be informed so that arrangements can be made for her continuing education
- The Headteacher should ensure that the pregnancy is dealt with sensitively by teachers
- The lead practitioner will ensure as much support and continuity of education as possible and liaise with parents/carers when the student leaves school to give birth
- If the student suffers a miscarriage or takes up a termination, they will be offered support
- If the father is a student at Bishop Heber High School, he will also be offered support as above

As long as the school considers that the student is able to make their own informed decisions, they are not legally obliged to inform parents/carers. However, students will at every stage be encouraged to inform their parents/carers.

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APPENDIX 5

0-19 Starting Well Service

Starting Well Service Cheshire Wirral Partnership offer a monthly appointment and drop-in clinic at school for advice and support through the 0-19 Starting Well Service. This service offers specialist expertise in working with young people to promote health, wellbeing and good lifestyle choices, including physical, sexual and mental health, and is staffed by a Starting Well Nurse.

Online advice is also offered through the Starting Well website Secondary (11-16) | Starting Well and this page offers a Chat function for students to chat directly to a Starting Well health professional. The Chat function is available on Mondays from 9.30 a.m. to 4.30 p.m. and Thursdays from 9.30 a.m. to 7.30 p.m. from January 2021. The Support and Advice | Starting Well page provides links to support services such as the Out of Hours Advice Line for anyone concerned about mental health.

The Starting Well Service has a confidentiality policy which states, "Our team provides a confidential service. This means that you can discuss personal information in confidence. We will not discuss your personal information with anyone else without your permission. This includes parents/carers and teachers. We would only pass on your information in order to protect you or someone else from serious harm. Wherever possible we would discuss this with you first." If you would like to know more about this please see the leaflet 'Information We Hold' which is available on the Drop In Sessions web page at https://www.startingwell.org.uk/topics/support-and-advice/drop-in-sessions/.

The Starting Well Drop-in service will operate at Bishop Heber once per month during lunchtimes. Appointments will also be available throughout the school day and if a student would like to make an appointment, they should speak with the Inclusion Leader in the IRP in the first instance. If students cannot attend the IRP in person, they can contact the Inclusion Leader either via email to svaughan@heber.org.uk or via Microsoft® Teams by typing SVa in the Chat section.

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