



**NESTON**  
HIGH SCHOOL

## Relationship & Sex Education Policy

Policy owners/leads:	JMI/LJO
Notes:	
Statutory:	Yes
Website:	Yes
Review period:	2 Yearly

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# 1. Policy Rationale and Ethos

- 1.1 This policy covers Neston High School's approach to Relationships and Sex Education. It was produced by the Head of PSHE through consultation with staff, students, and parents.
- 1.2 Neston High School define 'Relationships and Sex Education' as being about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.
- 1.3 Neston High School believes that Relationship and Sex Education is important for our students and our school because it is vital that our students leave Neston High School with an understanding of the world they will be entering and the risks they may encounter.
- 1.4 RSE contributes to the development of positive relationships at Neston High School.
- 1.5 We view the partnership of home and school as vital in providing the context for such a strong RSE programme and hope that all of the messages we are giving to students are reinforced at home.
- 1.6 Neston High School ensures that RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND).
- 1.7 RSE provision is created to meet the needs of pupils at Neston High School and reflect the community of Neston.
- 1.8 The RSE curriculum has links to Social, Moral, Spiritual and Cultural education.
- 1.9 Our teachers are responsible for differentiating the content that they are delivering and making sure that it is appropriate for their students.
- 1.10 Neston High School utilises their Learning Support Assistants to ensure any students who are struggling to access the lesson are supported effectively.
- 1.11 We ensure RSE fosters gender equality and LGBT+ equality by ensuring students are given none gender-specific guidance.

# 2. Aims

- 2.1 The aims of Relationship and Sex Education (RSE) at Neston High School are to:
- 2.2 Provide a safe space in which sensitive discussions can take place
- 2.3 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 2.4 Help students develop feelings of self-respect, confidence and empathy, especially in regards to consent
- 2.5 Create a positive culture around sexuality and relationships
- 2.6 Teach students appropriate vocabulary to describe themselves and their bodies

# 3. Statutory requirements

- 3.1 This policy has been prepared with due regard to the following statutory provision and guidance:-
  - 3.1.1 Education Act 1996
  - 3.1.2 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - 3.1.3 Children and Social Work Act 2017

3.1.4 Equality Act 2010

3.1.5 Department for Education's statutory guidance, "Relationships Education, Relationships and Sex Education and Health Education", 2019

3.2 The trust board is required to have a written statement of this policy available to parents.

## 4. Definition

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

4.2 RSE involves a combination of sharing information and exploring issues and values.

4.3 RSE is not about the promotion of sexual activity.

## 5. Curriculum design

5.1 RSE is embedded within the PSHE curriculum, and is supported by PLMs, Head of Years, external agencies and assemblies. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

5.2 RSE is a cyclical curriculum whereby knowledge and skills are developed from KS3 to KS5, ensuring age-appropriate provision is taught.

5.3 RSE provides a provision for all students and may include targeted interventions by PLMs and Head of Years.

5.4 Our RSE programme is an integral part of our whole school PSHE education provision and, across all key stages, will cover:

5.4.1 Developing discussion and communication skills;

5.4.2 Communication, including how to manage changing relationships and emotions;

5.4.3 Recognising and assessing potential risks;

5.4.4 Assertiveness;

5.4.5 Seeking help and support when required;

5.4.6 Informed decision-making;

5.4.7 Self-respect and empathy for others;

5.4.8 Recognising and maximising a healthy lifestyle;

5.4.9 Managing conflict;

5.4.10 Understanding consent;

5.4.11 Recognising exploitation, abuse and harassment;

5.4.12 Contraception and STI awareness;

5.4.13 Critical awareness of messages from the media.

5.5 RSE will be taught as part of the PSHE curriculum on a Monday Period 2, week 1. The lessons will be delivered by form teachers.

## 6. Delivery of RSE

### 6.1 Resources

- 6.1.1 High quality resources, created mainly by Creative Resources, will support our RSE provision and will be regularly reviewed.
- 6.1.2 Resources will be factual and conform to legal standards, whilst allowing pupils to work at an appropriate literacy level using age-appropriate materials.
- 6.1.3 Selected resources, such as clips, will be used, which support and promote understanding within a moral/values context and underpin the messages needing to be delivered to students.
- 6.1.4 Learning about Relationships and Sex Education in PSHE lessons will link and complement learning in Religious Education and Science.
- 6.1.5 Students will be encouraged to reflect on their own learning and progress, through discussion
- 6.1.6 Resources will be available on staff resources for all staff to access at least two weeks before they need to deliver it.

### 6.2 PSHE Teachers are responsible for:

- 6.2.1 Delivering PSHE and RSE in a sensitive way
- 6.2.2 Having a deep and comprehensive knowledge of pupils in their class
- 6.2.3 Modelling positive attitudes to RSE
- 6.2.4 Responding to individual needs of students
- 6.2.5 Use responsive teaching to address misconceptions

### 6.3 Teaching Methods

- 6.3.1 Safe and Relaxed environment for pupils and staff:
- 6.3.2 Establishing ground rules: Pupils collaboratively formulate ground rules to ensure a respectful and safe learning environment. This empowers student to voice their thoughts and questions, knowing they will be treated seriously and with respect.
- 6.3.3 Utilising distancing techniques: Case studies and scenarios provide a platform for pupils to discuss personal experiences in a hypothetical situation. This method allows for the exploration of potential outcomes in a secure and risk-free context.
- 6.3.4 Handling questions: Clear boundaries and ground rules minimise unexpected queries, but when faced with a personal or inappropriate question, teachers tactfully remind student of the boundaries. If a question raises concerns, safeguarding procedures will be followed by staff.
- 6.3.5 Encouraging group discussions: Discussions create a dynamic learning environment, allowing pupils to share perspectives, seek clarification and build trust. These conversations foster critical thinking, address individual concerns and promote peer learning.
- 6.3.6 Reflection and feedback: Allowing students time to reflect and providing constructive feedback are essential components in the learning process. This ensures pupils understand their progress and areas for improvement.

- 6.3.7 Single sex grouping: Single-sex groupings, particularly in small sessions or external workshops, may be adopted. This can be beneficial in addressing specific needs and fostering a safe-space and comfortable learning environment.
- 6.3.8 External visitors: In some cases, external visitors provide a positive contribution to learning, bringing specialist knowledge and different ways of engaging pupils in RSE.

## 6.4 Assessment

- 6.4.1 Assessment will predominately be through discussions and the use of responsive teaching to address any misconceptions.
- 6.4.2 Student exercise books will show progress of knowledge and skills, along with key vocabulary as it is acquired and developed.

## 6.5 Classroom arrangements

- 6.6 The work will mainly be delivered to mixed gender and mixed ability groups.
- 6.7 The form tutor will be responsible for the creation of a calm, safe, purposeful and positive learning and working environment where it is safe to make mistakes and relationships can be developed.

## 6.8 Content and equality

- 6.8.1 RSE focuses on giving students 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
- 6.8.2 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 individual home circumstances (Including: 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). We include different types of relationships when discussing sexual health and intimate relationships.

- 6.9 For more information about our RSE curriculum, see Appendix 1
- 6.10 Through assemblies and PSHE lessons, students are taught the definitions of sexual violence and sexual harassment (SVSH) in all of its different forms.
- 6.11 By making this explicit to students, we want them to be equipped to recognise SVSH if they are either a victim or witness of this behaviour in school. Students also learn about the emotional impact of SVSH, how they report any incidents of this nature in school and to whom. Students are reassured as to how they will be listened to and supported through the process, and which adults will need to be involved in order to ensure they access the right support.

## 7. Safeguarding

- 7.1 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this scenario, teachers will consult with the designated safeguarding lead and in their absence, their deputy.
- 7.2 It is not possible for staff to offer confidentiality to any young person. Staff must follow safeguarding procedures, if necessary.
  - 7.2.1 Designated Safeguarding Lead: **Tom Cairney**
  - 7.2.2 Deputy Designated Safeguarding Lead: **Laura Cooke**
- 7.3 The Head of PSHE will liaise thoroughly with any visitors/ external agencies which support the delivery of RSE, so content and delivery of the material is checked in advanced and deemed to be appropriate.

## 8. Roles and responsibilities

### 8.1 Board of Trustees

- 8.1.1 The Board of Trustees will approve the RSE policy.

### 8.2 The Headteacher

- 8.2.1 The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

### 8.3 Staff

Staff are responsible for:

- 8.3.1 Delivering RSE in a sensitive way
- 8.3.2 Modelling positive attitudes to RSE
- 8.3.3 Responding to the needs of individual students
- 8.3.4 Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- 8.3.5 The RSE programme will be led by the head of PSHE and will be taught by tutors.
- 8.3.6 It will be supported by the Senior Leadership team and the head of Personal Development.
- 8.3.7 Guidance on RSE delivery will be provided to teaching staff.

### 8.4 Students

- 8.4.1 Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- 8.4.2 Anonymity when sharing ideas or situations.

## 9. Parents right to withdraw

- 9.1 The school is committed to working with parents to ensure that our students leave Neston High School with the knowledge and understanding they need in order to make safe choices.
- 9.2 The school recognises that parents have a role in reinforcing attitudes and values, personal and social skills, knowledge and understanding to encourage a positive debate at all times.
- 9.3 Parents have the right to request an in-person appointment to review the RSE curriculum with the Head of PSHE via emailing: [admin@nestonhigh.com](mailto:admin@nestonhigh.com)
- 9.4 Under section 405 of the Education Act 1996, parents may request withdrawal of their child from sex and relationship education lessons but not from Relationships and Health education or the teaching of the biological aspects of human growth and reproduction necessary under the National Curriculum for science.
- 9.5 Parents wanting to exercise this right are invited to contact the Head Teacher in writing, using the form attached as Appendix 3.
- 9.6 The school will document the decision to withdraw a pupil from sex education.
- 9.7 For the purposes of this policy 'parents' refers to any adults with legal responsibility for children in their care.

## 10. Monitoring arrangements and quality assurance

- 10.1 The delivery of RSE is monitored by the Head of PSHE:
  - 10.1.1 Book looks
  - 10.1.2 Learning walks
  - 10.1.3 Student voice
  - 10.1.4 Staff voice
- 10.2 Monitoring of schemes of work and resources – staff voice in developing these resources
- 10.3 The Head of Year will assist in the Quality Assurance of the delivery of RSE as they lead their team of tutors. They will liaise with the Head of PSHE to ensure excellent delivery of RSE.
- 10.4 Students' development in RSE is monitored by form tutors.
- 10.5 This policy will be reviewed by the Head of PSHE annually. At every review, the policy will be approved by the trustees.
- 10.6 Monitoring, reporting and evaluating:
  - 10.6.1 Teachers will critically reflect on their work in delivering RSE through staff voice
  - 10.6.2 Students will have opportunities to review and reflect on their learning during lessons and through student voice which will be influential in adapting and amending planned learning activities.
  - 10.6.3 Staff to provide regular feedback to the Head of PSHE throughout the year.



## 11. Pupils with SEND

- 11.1 The school recognises that RSE and health education must be accessible for all pupils.
- 11.2 Any member of staff responsible for delivering the programme will take into consideration the Social, Emotional and Mental Health needs and the learning disabilities of the pupils to ensure that their teaching is sensitive and developmentally appropriate.

## 12. Legislation

Documents that inform the school's RSE policy include:

- 12.1 Neston High School's Anti-bullying Policy
- 12.2 Neston High School's Behaviour Policy
- 12.3 Neston High School's Equality and Diversity Policy
- 12.4 Neston High School's Safeguarding Policy
- 12.5 SEND Policy

## 13. Appendix 1: Learning Plan

Year	Half term	Topic/theme details
7	1	<b>Managing Change:</b> Points of Change, Getting to Know People, Sleep and Relaxation.
	2	<b>Puberty and Body Development:</b> Introduction to Puberty, Personal Hygiene, Self-Esteem, Tooth Decay and Dental Health.
	3	<b>Friends, Respect and Relationships:</b> Consent and Boundaries, Respect and Relationships, What Makes a Good Friend, Friendships and Online Relationships.
	4	<b>Staying Safe Online and Offline:</b> Staying Safe Online, Online Gaming, Grooming and Addiction, E-Cigarettes and Vaping, Energy Drinks and Caffeine.
	5	<b>Celebrating Differences:</b> Breaking Down Stereotypes, Prejudice and Discrimination.
8	2	<b>Physical Health and Mental Well-Being:</b> What is mental health, Positive Body Image, Types of Bullying, Stress Management.
	3	<b>Identity and Relationships:</b> Being Yourself, What is Love.
	4	<b>Dangers – online and offline:</b> Cyberbullying and online grooming.
	5	<b>Equality and Diversity Explored:</b> Gender Equality
9	1	<b>Essential Life Skills:</b> Social media and Online Stress
	2	<b>Body Confidence:</b> How self-esteem changes, bullying in all its form, media and airbrushing, cancer prevention and healthy lifestyles.
	3	<b>Sex, Consent and the Law:</b> Sexual consent and the law, relationships and partners, why have sex, delaying sexual activity.
	4	<b>Legal and illegal drugs:</b> different types of addictions, cannabis products, drug classifications.
	5	<b>Contraception and STIs:</b> What are STIs? Contraception Explored.
	6	<b>Combatting Extremism and Terrorism:</b> Conspiracy theories and narratives, forms of extremism, the radicalisation process.
10	1	<b>Rights and Responsibilities:</b> Instagram and TikTok generation, targeted advertisements and your data.
	2	<b>Mental Health and Well-being:</b> Screen time, self-harm, promoting emotional well-being, cancer screening.
	3	<b>Exploring Relationships:</b> Sexting, nudes and D pics, online pornography (myths vs reality), porn and its impact on society, unhealthy relationships.
	4	<b>Violence, Crimes and Seeking Safety:</b> Online gaming and gambling, social media validation, causes of knife crime.
	6	<b>Exploring British Values:</b> Critical thinking and fake news, hate crime in the UK, British values and Identity.
	11	1
2		<b>Adult Health and Looking After Yourself:</b> teenage pregnancy choices, parenthood for teenagers, cancer screening, love and abuse.
3		<b>Sexual Health:</b> Alcohol, parties and bad choices, importance of sexual health, revisiting STIs and contraception, respect, love and relationships.
4		<b>Staying Safe:</b> New Psychoactive substances, festivals and nitrous oxide, substance addiction.

## 14. Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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	PUPILS 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>
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>

## 15. Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents	
<b>Name of child:</b>	<b>Tutor group:</b>
<b>Name of parent:</b>	<b>Date:</b>
<b>Reason for withdrawing from Sex Education within Relationships and Sex Education</b>	
<b>Any other information you would like the school to consider</b>	
<b>Parent signature:</b>	

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<b>To be completed by the Head Teacher</b>
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<p><b>Agreed actions from discussion with parents:</b></p>
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<p><b>Head Teacher signature:</b></p>
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