



Westcliff High School
for Boys

RELATIONSHIPS AND SEX EDUCATION POLICY

REVIEWED:
COMMITTEE:
DATE OF NEXT REVIEW:

Autumn 2022
Teaching Quality & Pastoral Care
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INTRODUCTION:

The Nature of *Relationships and Sex Education* at Westcliff:

1. Personal relationships are at the heart of human life and pupils, through their education at Westcliff, need to understand more about those relationships in their physical, emotional, moral, and spiritual dimensions. *Relationships and Sex Education* will enable pupils to understand the different kinds of relationships people develop from acquaintance to friendship, to intimacy, and to those enduring relationships characterised by mutual respect, love and support of which marriage and civil partnership are salient examples.
2. *Relationships and Sex Education* is about our lives within relationships today: about sexuality and sexual health, but also about the attitudes and values we bring to these elements within relationships and the knowledge and understanding we develop of relationships in different forms which will inform the life choices we make.
3. *Relationships and Sex Education* concerns issues of stability and transience and use and abuse in personal relationships. Trends relating to marriage, divorce, and cohabitation will be considered along with illegal and inappropriate sexual behaviour within the context of those circumstances in which, today, children grow into adult life.

1. AIMS AND OBJECTIVES:

The aim of *Relationships and Sex Education* is to support and guide our young people in their physical, emotional, and moral development through adolescence and puberty enabling pupils to understand, consider, and reflect upon:

- The nature of human relationships and the different levels of personal responsibility implicit within them. The importance of honesty, trustworthiness, integrity, tolerance, and respect for the opinions, beliefs, and interests of others.
- The different kinds of relationships which people can have with those of the same sex and with those of a different sex and the range of sexual attitudes found in contemporary society.
- The importance that needs to be accorded in all relationships to the feelings of other people within the pursuit of a happy and meaningful life. The need to see other human beings as ends in themselves and not as means.
- The importance of recognising the characteristics of positive and healthy relationships, including friendships, family, working relationships as well as between romantic partners.
- The importance that a strong relationship should be a pre-requisite for sexual activity – that sexual intimacy should not be a matter of personal gratification alone but should be a mutual experience that follows the building of a positive relationship.
- The importance of self-restraint, respect for the health and safety of others, and personal responsibility under the law within our sexual and other relationships, including the issues of consent and statutory rape.
- The nature of sexual intimacy including intercourse, the facts relating to human reproduction, contraception, the avoidance of sexually transmitted infections, and the issue of personal responsibility within human relationships.

- The physical, emotional, and moral risks attendant upon promiscuous sexual behaviour.
- The benefits of stable family relationships and the responsibilities of parenthood. Parenthood will be considered as self-indulgence on the one hand, or as the careful investment of one generation in the next on the other.

2. ACTION PLAN:

The Provision of *Relationships and Sex Education*:

- The School will endeavour to provide a safe and secure environment within which matters relating to *Relationships and Sex Education* may be considered.
- *Relationships and Sex Education* will be addressed through the general ethos of the School, through the School's corporate life, through specific provision in PSHEE, and through other subjects of the curriculum (including Science) as appropriate.
- The School will give particular attention to the manner and context in which sexual issues are considered and distinctions will be made between physical aspects of the subject and the emotional and moral dimensions.
- The School will address directly the issues of personal relationships and personal responsibility in relation to, for example, sex outside marriage, contraception, abortion, sexual transmitted infections, and homosexuality. The School's treatment of these issues will be balanced, and factual information will be presented in as objective a manner as possible. Pupils will consider the complexity of issues such as abortion within the context of *rights* and the arguments of both the pro- and anti-abortion lobbies will be presented.
- The School will actively avoid approaching the teaching of RSE as an 'instruction manual' approach, rather it will teach about sexual activity in the context of strong relationships.
- The School will emphasise the potential risks to health involved in casual sex but it will go beyond a *condom culture* mentality. The nature of AIDS and other sexually transmitted infections and the manner in which they may be transmitted will also be explained.
- The School will reflect in its teaching the range of sexual preferences in society and will acknowledge the reality of personal choice. The School will promote equality in relation to sexual orientation, gender identity, marriage or civil partnership, maternity and parenthood and will not tolerate bullying or targeting of individuals because of any of these legally protected characteristics.
- The School will also take into account the age and religious background of all pupils and ensure that its teaching of these legally protected characteristics is appropriate to their age and religious background, and ensure that the topics outlined in the statutory guidance are appropriately handled.
- Where appropriate, the School will draw on the assistance of external professionals to provide guidance on particular issues such as contraception, sexually transmitted infections, and the

services/support available to young people. Those persons will work within the framework of this policy and of national guidelines in their work in School. Pupils will be able to make an appointment to see the School Nursing Team to discuss personal circumstances, or may be invited to do so (with the co-operation of their parents) following discussions with pastoral staff.

- While the School hopes that all parents will wish their children to participate in the programme of *Relationships and Sex Education*, parental requests to have their children withdrawn from those aspects of the programme offered within PSHEE in the programme below will be respected. Such requests must be made in writing to the Headmaster. However, parents do not have the right to withdraw their children from the biological aspects of human growth and/or reproduction necessary under the Science Curriculum.
- Staff awareness of policy in relation to *Relationships and Sex Education* will be maintained and developed as follows: The Headmaster, the Head of Science, and the PSHEE Co-ordinators will maintain their familiarity with DfE guidance. Progress Leaders and Directors of School will receive summaries of relevant papers.

Points in Relation to Provision in *Relationships and Sex Education*:

- This Policy has been developed in consultation with the teaching staff, the Governing Body, and representatives of parents and pupils. It will be made available to all parents and the views of all parents and pupils will be considered as this Policy is kept under review.
- This Policy will be monitored and evaluated regularly and both teachers and pupils who have given or received aspects of the programme will be asked to offer their judgments on it. Adjustment will follow where the case for that is persuasive.
- Although (as the table above indicates) provision will be predominantly through lessons in PSHEE, the whole-School dimension in *Relationships and Sex Education* provision and specific departmental contributions will remain important.
- The School will not approach *Relationships and Sex Education* from a wholly relativist position and will see its provision within the context of pupils' spiritual, moral, social, and cultural development.
- Where appropriate, the School will make provision for pupils to receive personal advice and guidance on relationships within their own lives and teachers will ensure that pupils are aware of contraception and of where advice may be found. Teachers will advise pupils that they can neither offer nor guarantee absolute confidentiality in relation to personal disclosures.
- The School Nursing Team will (provided that the parents of pupils under 16 have been informed and have given consent) give advice on contraception.
- The School will not in its provision of *Relationships and Sex Education* use irresponsibly material that is sexually explicit and neither will it allow inappropriate language to be used in considering sexual matters. The meaning of sexual terms will be explained in a sensible and factual way.
- In its provision in relation to *Relationships and Sex Education*, the School will consider pupils' physical and emotional maturity and judge provision accordingly. No person (teacher or pupil) will be expected to answer questions of a personal nature and no person will be required to participate in a discussion when they would prefer to remain silent.
- All teachers at Westcliff will (under the School's Child Safeguarding arrangements) know the procedures to be followed if they know/suspect a child has been the victim of abuse.
- Five members of staff are designated with responsibility for Safeguarding. As Designated Safeguarding Lead, Mr Williams (First Deputy Headmaster), as Deputy Safeguarding Lead, Mr Bleakley (Assistant Head), and as Deputy Safeguarding Officers, Mr Baggs (Director of Lower School), Mr Barnett (Director of Middle School), and Mrs Revell (Director of Sixth Form).

- The designated Governor with responsibility for liaising with the School over issues concerning Safeguarding is Fiona Colwell.

Confidentiality and *Relationships and Sex Education*:

- In matters relating to *Relationships and Sex Education*, the School will always act within a framework of law, and with the best interests of pupils in mind.
- Teachers at Westcliff will never guarantee absolute confidentiality to a pupil but they will encourage pupils to discuss sensitive personal issues with their parents and they will facilitate such exchanges.
- Only in exceptional circumstances (where there are grounds for serious concern over the safety of the pupil) will the School handle issues relating to a pupil and his/her sexual relationships without parental knowledge.
- Pupils will be assured that if confidentiality has to be broken in relation to a piece of information imparted by a pupil then, first, the pupil will be advised that that position has been reached and, second, the pupil will be appropriately supported in subsequent conversation with parents and others.
- If a pupil makes known his/her wish for confidential help whether from the School Nursing Team, a counsellor, a general practitioner or a local young persons' advice service, the School will facilitate such exchanges. Pupils will be advised that the law does allow health professionals to see and (if appropriate) to treat young people confidentially.
- Where a pupil discloses at an inappropriate place or time some matter relating to sex or relationships, the teacher will if appropriate speak to the pupil again individually before the end of the day, or refer the matter swiftly to the appropriate pastoral authority. Teachers and non-teachers will record (for the School to hold centrally) a note on instances in which personal matters of a sexual nature have been raised, informing the relevant pastoral authority. Copies of the note will be made for file, for Form Tutor and Progress Leader/Director of School. Parents will be contacted if the Progress Leader/Director of School deems it appropriate. The note will indicate the Year Group of the pupil, the issue raised, and the response given.
- Where, in dealing with personal issues relating to *Relationships and Sex Education*, the School feels there is a possibility of abuse, the School's Child Safeguarding procedures will be followed.

RSE Aspect Coverage

Aspect	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form	Assembly Program (Whole School)	Pastoral Program
Families and Familial Relationships				✓	✓	✓	✓	✓
Respectful relationships, including friendships	✓	✓	✓	✓	✓	✓	✓	✓
Online and Media	✓	✓	✓	✓	✓	✓	✓	✓
Being Safe	✓	✓	✓	✓	✓	✓	✓	✓
Intimate and sexual relationships including sexual health		✓	✓	✓	✓	✓		
The law regarding forced marriage, honour-based violence and FGM	✓	✓	✓	✓		✓	✓	
Mental wellbeing	✓	✓	✓	✓	✓	✓	✓	✓
Internet safety and harms	✓	✓		✓	✓		✓	✓
Physical health and fitness	✓	✓	✓	✓	✓	✓	✓	✓
Healthy eating	✓	✓	✓		✓	✓		✓
Respectful relationships, including friendships	✓	✓	✓	✓	✓	✓	✓	✓
Health and Prevention	✓	✓	✓		✓	✓		✓
Basic First Aid			✓	✓				
The changing adolescent body	✓	✓		✓	✓			✓

RSE Detailed Coverage Yellow = you have added, we can't find. Red = we have added for you to check.

Aspect	Topic	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
Being Safe	'Heart' and 'head' responses to risk	✓	✓	✓	✓	✓	✓
	County Lines, Drugs, Knife Crime, Terrorism	✓	✓	✓	✓	✓	✓
	Definitions of positive and negative risks		✓	✓	✓	✓	✓
	How different people perceive risk		✓	✓	✓	✓	✓
	Why do people obey the law?	✓	✓	✓	✓	✓	✓
	Your personal responses to risk and risk-taking	✓	✓	✓	✓	✓	✓
Families and Familial Relationships	Demonstrate a clear understanding of the cultural issues of arranged and forced marriages through group discussion, role-play and completion of case studies.				✓		
	Family budgeting			✓	✓		✓
	How different people interpret the word 'family'	✓			✓	✓	✓
	Recognising that marriage is a state carrying reciprocal responsibilities				✓	✓	
	Relationships and parenting					✓	
	The challenges of bringing up a family					✓	✓
	The different ways that families operate					✓	✓
	The skills needed to be a good parent					✓	✓
	To recognize that parenthood is a choice carrying many different responsibilities				✓	✓	
	Ways that families can work together to manage money			✓		✓	
Health and Prevention	Health and reporting on young people	✓	✓	✓	✓	✓	✓
	How health campaigns might be made more positive		✓			✓	
	Individual priorities for keeping healthy	✓	✓	✓	✓	✓	✓
	Realistic approaches to a healthy future	✓	✓	✓	✓	✓	✓
Healthy eating	A self-assessment on healthy eating		✓				✓
Internet safety and harms	Grooming, damage to mental health, bullying.	✓	✓	✓	✓	✓	✓
Intimate and sexual relationships including sexual health	Consequences of someone not receiving consent for sexual behaviour within a relationship	✓	✓	✓	✓		✓
	Contraception		✓	✓		✓	✓
	Different forms of attraction.	✓	✓		✓	✓	
	Factors that contribute to 'safer sex'		✓	✓	✓	✓	✓
	How and from where to get help if someone I know is being pressured to send or share inappropriate images	✓	✓		✓	✓	

Intimate and sexual relationships including sexual health	Sex, relationships and risk		✓	✓	✓	✓	✓
	Sexually transmitted infections			✓		✓	✓
	The age of consent		✓	✓	✓	✓	✓
	The choices faced by young people when they have an unplanned pregnancy			✓		✓	
	The consequences of issues such as sexting and promiscuity		✓	✓	✓	✓	✓
	The dangers of pornography (reality vs fantasy)			✓	✓		✓
	The implications, including legal implications, of sending or forwarding sexual images	✓	✓	✓	✓		
	The need to think about relationships	✓	✓	✓	✓	✓	✓
	The risks in relation to sharing sexual images		✓		✓		
	To be able to discuss sensitive and controversial issues such as contraception, abortion and HIV/AIDS		✓	✓	✓	✓	✓
	To consider unacceptable manifestations of sexuality such as rape and the law relating to sexual conduct			✓	✓	✓	✓
	To have a knowledge of how conception may be prevented.		✓	✓		✓	✓
	To know the female parts of the body (genitals)	✓	✓	✓	✓		
	Understanding the biological aspects of reproduction, and transmission of infection.	✓	✓	✓	✓	✓	
	What is meant by 'consent', and what this means within healthy relationships	✓	✓	✓	✓		✓
	Whether males and females feel differently about body image		✓	✓	✓	✓	
Mental wellbeing	A lyrical response to bereavement			✓	✓	✓	✓
	A model to explain the feelings experiences in bereavement			✓	✓	✓	✓
	Adopting low stress ways of living and relaxation	✓	✓	✓	✓	✓	✓
	Breaking through the vicious cycle with stress		✓	✓	✓	✓	✓
	Challenging unhelpful thoughts	✓	✓	✓	✓		✓
	Common physical and emotional signs of stress		✓	✓	✓	✓	✓
	Common stresses experiences by teenagers	✓	✓	✓	✓	✓	✓
	Emotional and financial costs of misusing money	✓		✓		✓	✓
	Emotional health and exam stress				✓	✓	✓
	Emotional health and how to recognise it		✓	✓	✓	✓	✓
	Facing challenges and bereavement			✓	✓	✓	
	How to identify stress		✓	✓	✓		✓
	How you can apply problem-solving approaches to your own situations		✓	✓		✓	
	How you can take and empathetic approach to problem-solving		✓			✓	
	Learning to spot when stress levels are building up		✓	✓	✓		✓

	Mental health key facts, talking about feelings, eating well, keeping in touch and asking for help		✓	✓	✓		✓
	Methods to cope with stress		✓		✓	✓	✓
	Methods to support others with stress		✓		✓	✓	✓
	Money stress and work-life balance		✓		✓	✓	✓
	Money-borrowing and interest risks attached to buying on credit			✓		✓	✓
	Motivation and healthy study habits		✓	✓		✓	✓
	Numbers of people affected by bereavement		✓	✓	✓	✓	
	Other people's attitudes to work and personal happiness	✓	✓	✓		✓	✓
	Positive skills and qualities of yourself and others	✓	✓	✓		✓	✓
	Recommended routines for dealing with exam pressures					✓	✓
	Reliance – what can be done to help people bounce back?			✓	✓		✓
	Solutions to financial problems			✓		✓	✓
	Strategies for time management	✓	✓	✓		✓	✓
	Strategies that can be used when facing new challenges	✓		✓		✓	✓
	Stress biological symptoms	✓			✓	✓	✓
	The concept of a work-life balance			✓		✓	✓
	The eight main types of emotions				✓	✓	✓
	The psychological and emotional elements of addiction (e.g. gambling, drugs, alcohol, computer/gaming, pornography) and the effects this has on their lives.	✓	✓	✓	✓	✓	✓
	Thoughts on relationships, love, romance and depression.			✓		✓	✓
	Unhelpful thoughts and interpretations		✓	✓			✓
	Ways of managing stress and anxiety		✓	✓		✓	✓
	Ways to support a bereaved person					✓	✓
	Why good sleep habits are essential to managing pressures	✓				✓	✓
	Body Image and the cult of celebrity	✓	✓	✓	✓	✓	✓
Online and Media	Factors that contribute to a healthy lifestyle	✓	✓	✓	✓	✓	✓
	How and where LGBT people are portrayed on TV		✓		✓	✓	✓
	How issues of 'body image' in the media affect people's health	✓	✓	✓	✓	✓	✓
	How people from minority groups are portrayed on TV		✓			✓	✓
	How social marketing is used in health campaigns	✓				✓	✓
	How the 'deficit model' is used to sell things to us			✓		✓	
	How the media influences the way we see ourselves	✓	✓	✓	✓	✓	✓
	How the media portrays young people	✓	✓	✓	✓	✓	✓
Online and Media	Positive media stories about young people		✓			✓	✓

	Techniques used in the social marketing of health			✓		✓	
	The connection between actions and consequences when seeking fame		✓	✓		✓	✓
	The effect of 'celebrity' on young people's career choices		✓			✓	✓
	The media's role in promoting positive health	✓		✓		✓	✓
	The role the media plays in promoting celebrity lifestyles.			✓		✓	
	Whether young people are overly influenced by glamour and the cult of celebrity			✓	✓	✓	
	Promoting exercise, outdoors pursuits.	✓	✓	✓	✓	✓	✓
Physical health and fitness	Agencies that offer help and support	✓	✓	✓	✓	✓	✓
Respectful relationships, including friendships	An example of how prejudicial language can cause harm	✓	✓	✓	✓	✓	✓
	Being aware of the range of sexual attitudes and behaviour in contemporary society		✓	✓	✓	✓	✓
	Different types and levels of relationships	✓	✓	✓		✓	
	Different types of abuse that can affect relationships	✓	✓	✓	✓	✓	✓
	Different values	✓	✓	✓	✓	✓	✓
	Different ways of making a decision	✓	✓	✓	✓	✓	✓
	Diversity and discrimination	✓	✓	✓	✓	✓	✓
	Encouraging a proper regard for other human beings independently of either their sex or their sexual orientation	✓	✓	✓	✓	✓	✓
	Examples of community service and citizenship schemes	✓	✓	✓		✓	
	Examples of current issues on which people hold different values	✓	✓	✓	✓	✓	✓
	Examples of people who have challenged discrimination	✓	✓			✓	✓
	Exploitation in relationships	✓	✓	✓	✓	✓	✓
	Factors that can unite people who come from different backgrounds	✓	✓	✓	✓	✓	✓
	Feminism	✓			✓		✓
	How and from where to access support, and how to support a friend who may be experiencing abuse	✓	✓		✓		
	How does your identity change over time?	✓	✓	✓	✓	✓	✓
	How respect can be an important part of a relationship	✓	✓	✓		✓	✓
	How shared experiences might bring people together in positive ways	✓				✓	✓
	How to take the initiative in challenging and combating discrimination and prejudice (including LGBT)	✓	✓	✓		✓	✓
	Ideas of what it means to be British	✓	✓	✓	✓	✓	✓
	Is it important to know your roots?	✓		✓		✓	✓
	Laws that support people in unhealthy relationship situations	✓		✓	✓	✓	✓

**Respectful
relationships,
including friendships**

Promote the belief that everyone has a right to live with respect and dignity whilst embracing cultural diversity	✓	✓	✓	✓	✓	✓
Relationships and support	✓	✓	✓	✓	✓	✓
Religion and identity	✓	✓		✓	✓	✓
Responses to diverse and conflicting values	✓	✓	✓		✓	
Strategies for making decisions	✓	✓	✓	✓	✓	✓
The different forms that prejudice can take	✓	✓	✓		✓	✓
The different religious groups in the UK	✓	✓	✓	✓	✓	✓
The effect of different or conflicting values	✓	✓	✓		✓	✓
The factors that make relationships successful or difficult	✓	✓	✓	✓	✓	
The meaning of 'empathy'	✓	✓	✓	✓	✓	✓
The place of rights, responsibilities and respect in relationships	✓	✓	✓	✓	✓	✓
The prejudice of invisibility					✓	✓
The responsibilities within all human relationships	✓	✓	✓	✓	✓	✓
The usefulness of personal support networks	✓	✓	✓	✓	✓	✓
The varied roles within your relationships	✓	✓	✓	✓	✓	
Their own and other people's values	✓	✓	✓	✓	✓	✓
Things that can make relationships unhealthy or damaging	✓	✓	✓	✓	✓	✓
To consider within relationships the importance of caring, sharing and tolerance	✓	✓	✓	✓	✓	✓
To understand the nature of acquaintance and friendship	✓	✓	✓	✓	✓	
Understand their role and responsibilities and be confident in carrying these out.	✓	✓				✓
Understanding different origins of people in the UK	✓	✓			✓	
Understanding that chauvinistic positions are untenable	✓			✓	✓	✓
Understanding that to be sexually active is to choose and that to be sexually inactive is not to be deviant		✓	✓	✓	✓	✓
Ways of describing society	✓	✓	✓	✓	✓	✓
Ways of recognising harm and risk in relationships	✓	✓	✓	✓	✓	✓
Ways to build empathy and understanding	✓	✓	✓	✓	✓	✓
Ways to expand social life and friendships	✓	✓	✓		✓	✓
Ways to get help with relationship abuse		✓	✓	✓		✓
Ways to present information about helping agencies	✓	✓	✓	✓	✓	✓
What different religions have in common	✓	✓	✓	✓	✓	✓
What is relationship abuse	✓	✓	✓	✓	✓	✓
What makes an identity and dual heritage	✓				✓	✓

Respectful relationships, including friendships The changing adolescent body	Whether the PSHEE curriculum should teach about current social problems	✓	✓	✓	✓	✓	✓
	Women's issues	✓	✓	✓	✓	✓	✓
	Understanding the emotional changes attendant upon adolescence	✓		✓	✓	✓	
The law regarding forced marriage, honour-based violence and FGM	Define a forced marriage with reference to the appropriate legal framework	✓			✓		✓
	Define an arranged marriage.	✓			✓		✓
	Recognise the difference between arranged and forced marriages through an informal assessment of their knowledge	✓			✓		✓
	To know that FGM is illegal in the UK (and that it is also a criminal offence to take a UK citizen abroad for the purpose of FGM, whether or not it is lawful in the other country)	✓		✓	✓		
	To know where and how someone can get help and support about FGM	✓		✓	✓		
	To understand what female genital mutilation (FGM) is	✓		✓	✓		