

# Relationships and Sex Education Policy

(Primary and Secondary Phase)



**William Hulme's Grammar School**  
The best in everyone™  
Part of United Learning

## Policy Statement

The school is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person in its care. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Everyone faces difficult situations in their lives. The purpose of this policy is to give children and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others, to develop resilience, to know how and when to ask for help and to move with confidence through childhood into adolescence and adulthood.

William Hulme's Grammar School (WHGS) is committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the WHGS Equal Opportunities Policy. This policy is applicable to all members of the WHGS community and is available to all interested parties on the school website. This document is reviewed annually or as events or legislation requires.

This policy should be read in conjunction with the WHGS Safeguarding and Child Protection Policy and Anti-Bullying Policy. These policies include how the school challenges the use of homophobic and other sexually discriminating language or behaviour.

## Definition

At WHGS, we believe that Relationships and Sex Education is defined as providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

## Key Requirements

- Students at WHGS follow the Manchester Healthy Schools Relationships and Sex Education programme through KS1, KS2. Y7 follow the United Learning Curriculum and Y8 – Y11 follow the Manchester Healthy Schools Curriculum'. Bullet point 7 need to be changed to: 'Pupils are taught Sex Education by their class teacher or form tutor through the United Learning Curriculum (Year 7) and the Manchester Healthy Schools Relationships and Sex programme (Year 6 & Years 8 – Year 11) so that progression, relevance and differentiation appropriate to the age and development of all students is ensured. The Primary Scheme is delivered in Year 6 and is delivered WHGS Relationships and Sex Policy 2 of 15 Effective from October 2023 in the Summer Term each year. Parents are informed of the content of these sessions before delivery, as they have a right to withdraw from Sex Education for primary aged pupils and school will provide information to enable parents/carers to make informed decisions.
- The programme is integrated into the delivery of Personal, Social and Health Education (PSHE) and other relevant areas of the curriculum, such as Science.
- Online safety is covered through the Computing curriculum but is referenced in PSHE lessons also.
- Parents have been consulted when developing and writing this policy.
- The school will show how Relationships and Sex Education is monitored.

- Pupils are taught Relationships and Health Education by their class teacher or form tutor as part of a timetabled PSHE programme, where core knowledge is broken down in to manageable, well sequenced units and communicated clearly to pupils.
- Pupils are taught Sex Education by their class teacher or form tutor through the Manchester Healthy Schools Relationships and Sex programme. This is taught in Year 6, KS3 (Years 7, 8 and 9) and KS4 (Years 10 and 11) so that progression, relevance and differentiation appropriate to the age and development of all students is ensured. The Primary Scheme is delivered in Year 6 and is delivered in the Summer Term each year. Parents are informed of the content of these sessions before delivery, as they have a right to withdraw from Sex Education for primary aged pupils and school will provide information to enable parents/carers to make informed decisions.
- In the Primary Phase, a lead teacher (Miss H Khan) will ensure coverage across the Phase and arrange appropriate training for staff delivering the strands in this area.
- In the Secondary Phase, the PSHE Lead (Mr A Mundell) will plan delivery across Key Stages and arrange appropriate training for staff delivering the strands in this area.
- Overviews of Sex Education from the Manchester Healthy Schools Relationships and Sex programme can be found in Appendix 3.
- Staff are responsible for adhering to the policy on confidentiality, as set out in the WHGS Safeguarding and Child Protection Policy and in Appendix 1 of this document.

## Aims and Objectives

The desired outcomes of this policy are to ensure that WHGS:

- Recognises that aspects of the Relationships and Sex Education Policy are sensitive and call for careful judgement. The policy is complementary to, and supportive of, the role of parents in educating their children about such matters.
- Develops understanding and attitudes that are rooted in values, which prepare students to view relationships in a responsible manner based on mutual respect and develop an acceptance of difference and diversity.
- Affirms the value of loving and caring relationships and encourages the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage.
- Sets out clearly issues relating to their personal safety more broadly, including how to communicate about concerns and seek advice without embarrassment.
- Makes students aware of their rights and responsibilities in close personal relationships, including helping students to understand what is inappropriate behaviour, both to reduce its incidence and to build confidence to deal with it if it occurs, seeking to reduce violence, particularly against women and girls.
- Instils a respect for the cultural and religious influences on individual sexuality.
- Teaches the legal and moral principles of consent.
- Develops a graduated, age-appropriate programme that is accessible for all, including SEND.
- Ensures that children are prepared for the changes of puberty.
- Fosters self-esteem and self-awareness, and encourages consideration of values, moral issues, sexuality and personal relationships, through the development of communication and decision-making skills.
- Ensures there is no stigmatisation of students based on their home circumstances, sexual orientation or gender identity.
- Helps students to have a clear understanding of the arguments for delaying sexual activity and resisting peer pressure, as well as a knowledge of how the law applies to sexual relationships.
- Acts in loco parentis so that the personal beliefs and attitudes of teachers do not unduly influence the teaching of relationships and sex education; and ensures that teaching materials are appropriate to the age and cultural background of the students concerned.

## Roles and Responsibilities

- The LGB is responsible for approving a written statement of this policy, drawn up with guidance from the Principal, available to parents.
- The Principal is responsible for ensuring that Relationships and Sex Education meets the aims and objectives of this policy by undertaking systematic monitoring and reporting the findings to the LGB on a regular basis.
- Staff are responsible for adhering to the policy on confidentiality as set out in Appendix 1 and the WHGS Safeguarding and Child Protection Policy.
- Staff have a responsibility to take care in counselling and giving advice to individual students and must not trespass on the proper exercise of parental rights and responsibilities.
- Staff have a responsibility to attend inset training sessions to highlight the need to avoid and discourage use of sexist or LGBT-phobic language.
- The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of relationships and sex. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the sex education programme. In such cases, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.
- External specialists may be brought in to enhance teaching and support the Relationships and Sex Education programme and will be required to conform to the school's RSE policy and the WHGS Safeguarding and Child Protection Policy.

## Primary Phase Curriculum

Relationships Education starts in our Early Years Foundation Stage, where children learn to work and play cooperatively and form positive attachments to adults and children. They are encouraged to talk about the lives of the people around them and their roles in society. They also learn about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The Primary Phase consult with parents about the curriculum each academic year via a Microsoft Form.

### 1. Relationships Education in the Primary Phase (statutory)

| Strand                                     | Phase    | Pupils will know:  |
|--|----------|--|
| <b>Families and people who care for me</b> | Year 1-4 | <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> |
|  | Year 5/6 | <ul style="list-style-type: none"><li>• all the above</li><li>• that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong (delivered through the RE curriculum).</li></ul>  |

| Strand                          | Phase    | Pupils will know:   |
|---------------------------------|----------|---|
| <b>Caring friendships</b>       | Year 1/2 | <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>   |
|                                 | Year 3/4 | <ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul> |
|                                 | Year 5/6 | <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>  |
| <b>Respectful relationships</b> | Year 1/2 | <ul style="list-style-type: none"> <li>• the conventions of courtesy and manners.</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>  |
|                                 | Year 3/4 | <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul>  |
|                                 | Year 5/6 | <ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</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 those in positions of authority.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>   |

| Strand  | Phase    | Pupils will know:   |
|---|----------|---|
|   |          | <ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>  |
| <b>Online relationships</b><br>(all delivered through the Computing curriculum) | Year 1-4 | <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>   |
|   | Year 5/6 | <ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>  |
| <b>Being safe</b>   | Year 1/2 | <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>that each person's body belongs to them.</li> </ul> |
|   | Year 3/4 | <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>that each person's body belongs to them.</li> </ul>  |
|   | Year 5/6 | <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice, e.g. family, school and/or other sources.</li> </ul>   |

## 2. Physical Health and Mental Wellbeing in the Primary Phase (statutory)

| Strand                  | Phase    | Pupils will know:   |
|-------------------------|----------|---|
| <b>Mental Wellbeing</b> | Year 1/2 | <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul> |

| Strand                           | Phase    | Pupils will know:  |
|----------------------------------|----------|--|
|                                  |          | <ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>   |
|                                  | Year 3/4 | <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>  |
|                                  | Year 5/6 | <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> |
| <b>Internet Safety and Harms</b> | Year 1/2 | <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> </ul>   |
|                                  | Year 3/4 | <ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>  |
|                                  | Year 5/6 | <ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>  |



| Strand                             | Phase    | Pupils will know:   |
|------------------------------------|----------|---|
|                                    |          | <ul style="list-style-type: none"> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>   |
| <b>Physical Health and Fitness</b> | Year 1-4 | <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>  |
|                                    | Year 5/6 | <ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   |
| <b>Healthy Eating</b>              | Year 1/2 | <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>   |
|                                    | Year 3/4 | <ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>  |
|                                    | Year 5/6 | <ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).</li> </ul>  |
| <b>Drugs, alcohol and tobacco</b>  | Year 1/2 | <ul style="list-style-type: none"> <li>the facts about legal drugs (medicines).</li> </ul>  |
|                                    | Year 3/4 | <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking.</li> </ul>   |
|                                    | Year 5/6 | <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including alcohol use and drug-taking.</li> </ul>   |
| <b>Health and prevention</b>       | Year 1/2 | <ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>   |
|                                    | Year 3/4 | <ul style="list-style-type: none"> <li>how to identify typical hazards at home and in school.</li> <li>how to predict, assess and manage risk in everyday situations.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul> |
|                                    | Year 5/6 | <ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (Year 6 only).</li> </ul>  |
| <b>Basic First Aid</b>             | Year 1/2 | <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>  |
|                                    | Year 3-6 | <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>  |

| Strand                          | Phase    | Pupils will know:  |
|---------------------------------|----------|--|
|                                 |          | <ul style="list-style-type: none"> <li>concepts of basic First Aid, for example dealing with common injuries, including head injuries (Red Cross visit in Year 6).</li> </ul>  |
| <b>Changing adolescent body</b> | Year 1-5 | <ul style="list-style-type: none"> <li>not covered</li> </ul>  |
|                                 | Year 6   | <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (School Health Advisor visit in Year 6).</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p>This is all covered through Science lessons.</p> |

### 3. Sex Education in the Primary Phase (non-statutory) / Manchester Healthy Schools

The lessons follow the Growing and Changing Together curriculum and are delivered by teachers with the support of School Health Advisors. The lessons are delivered in discrete PSHE lessons and adhere to the scheme of work provided through Manchester Healthy Schools.

| Year 6          | Theme                            | Title                            | Reference                             |
|-----------------|----------------------------------|----------------------------------|---------------------------------------|
| <b>Lesson 1</b> | Growing Up                       | How will I start to change?      | Lesson 3 (Y4)<br>Growing and Changing |
| <b>Lesson 2</b> | Body Changes                     | How will I change?               | Lesson 4 (Y4)<br>Growing and Changing |
| <b>Lesson 3</b> | Puberty changes – boys and girls | Puberty changes – boys and girls | Lesson 3 (Y5)<br>Growing and Changing |
| <b>Lesson 4</b> | Body changes                     | Recognising Puberty changes      | Lesson 4 (Y5)<br>Growing and Changing |
| <b>Lesson 5</b> | Growing up                       | Girl talk/ boy talk              | Lesson 3 (Y6)<br>Growing and Changing |
| <b>Lesson 6</b> | Body changes                     | My up and down day               | Lesson 4 (Y6)<br>Growing and Changing |

### 4. National Curriculum Science in the Primary Phase (statutory)

Parents do not have the right to withdraw their child from National Curriculum subjects or statutory content. As part of the statutory Science curriculum, the biological aspects of human growth and reproduction must be taught to all children and parents do not have the right to withdraw their children from any reproduction and life stages education (see Appendix 2). Relationships Education is also a statutory requirement.

## Secondary Phase Curriculum

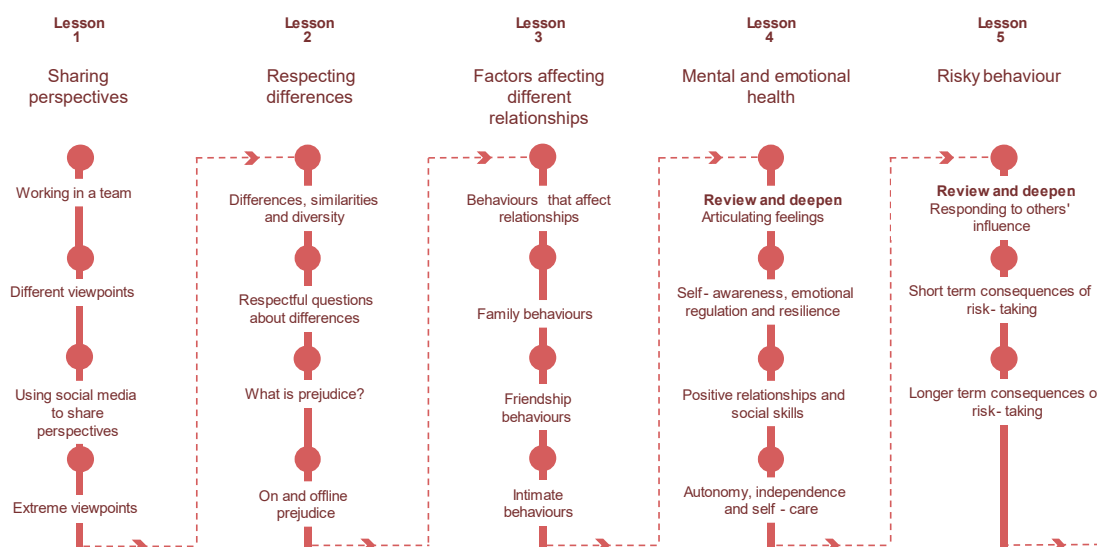
### 1. Relationships and Sex Education (statutory)

#### Year 7

The Year 7 PSHE Curriculum is designed by United Learning. PSHE and RSE isn't delivered in isolated chunks – A topic model is used to allow students to engage in themes, through a range of different lenses. At the end of each half term, resources are prepared for the following term. Below is an example of the lesson topics for Autumn Term 1:



## Unit 7.01 Valuing Myself and Others



7.01 – Valuing Myself and Others | Subject Knowledge Pack

2

### Year 8 – Year 11

|                | Relationships and Sex Education   |
|----------------|---|
| <b>Year 8</b>  | 1) What is female genital mutilation (FGM)?   |
|                | 2) How can we understand gender and sexuality?                                      |
|                | 3) What is exploitation?  |
|                | 4) How can we give, receive and ask consent?  |
|                | 5) How can we understand body diversity and care for our bodies as they grow?       |
| <b>Year 9</b>  | 1) How can we all prevent STI transmission and stigma?                              |
|                | 2) What is contraception used for?  |
|                | 3) What are the facts surrounding pregnancy and miscarriage?                        |
|                | 4) What are the options when someone gets pregnant?                                 |
| <b>Year 10</b> | 1.1) How can we form positive relationships?  |
|                | 1.2) What are the different types of relationship and how do they change in time?   |
|                | 2) What is relationship abuse?  |
|                | 3) What are the reasons for sex?  |
|                | 4) How can we recognise coercion, harassment and victim blaming?                    |
| <b>Year 11</b> | 1) What is the law surrounding sexual consent?                                      |
|                | 2) What are the responsibilities of parenthood? What are key parenting skills?      |
|                | 3) What is reproductive health? How might my lifestyle choices affect my fertility? |
|                | 4) How can we understand sexual consent beyond reproduction?                        |

|                | Mental and Emotional Health  |
|----------------|--|
| <b>Year 8</b>  | 1) How can I become more assertive?  |
|                | 2) What are the feelings and risks associated with nude image sharing?               |
|                | 3) How can I cope with change and loss?  |
| <b>Year 9</b>  | 1) How do I look after my emotional health?  |
|                | 2) What are the challenges and misconceptions of gender and body image in the media? |
|                | 3) What is online stress and FOMO?   |
| <b>Year 10</b> | 1.1) What is mental health and how can I look after my mental wellbeing?             |
|                | 1.2) How can I prevent and deal with exam stress?                                    |
|                | 1.3) How can I practice self-care?   |
|                | 2) How do I manage online relationships and avoid negative influences?               |
|                | 3) How can I be a 'discerning consumer of online information'?                       |
| <b>Year 11</b> | 1) Why is it important to manage my personal vs. professional online identity?       |
|                | 2) How can we challenge extremism and recognise radicalisation?                      |
|                | 3) What are the effects of the media and pornography on young people?                |

### 3. Right to Request Child is Withdrawn

Parents do not have the right to withdraw their child from National Curriculum subjects or statutory content. As part of the statutory Science curriculum, the biological aspects of human growth and reproduction must be taught to all children and parents do not have the right to withdraw their children from any reproduction and life stages education. Relationships Education is also a statutory requirement.

Parents do have the right to withdraw their children from all or part of any Sex Education provided outside of the Science curriculum. If your child is in Year 6 of the Primary Phase, then please arrange a meeting with Miss Dalton, Head of School (Primary Phase) if you wish to discuss this. If your child is in the Secondary Phase, then please arrange a meeting with the PSHE Lead, Mr Mundell.

## Assessment, Monitoring and Reporting

Teachers will critically reflect on their work in delivering RSE through discussion in phase and departmental meetings and as part of the annual curriculum review of PSHE. Students will have opportunities to review and reflect on their learning during lessons.

## Policy Information and Review

|   |   |
|---|---|
| <b>Designated Lead Person/s</b>             | Mr A Mundell (Assistant Principal) and Miss H Khan (Primary Phase Lead Teacher) |
| <b>Reviewed</b>                             | Annually  |
| <b>Date of last review and by whom</b>      | September 2024 – Mr Mundell and Miss Khan                                       |
| <b>Link Governor (if applicable)</b>        | Miss C Franck   |
| <b>Ratification by Local Governing Body</b> | 30/09/2024  |
| <b>Next Review Date</b>                     | September 2025  |

### Confidentiality Policy

1. Staff at WHGS adhere to the policy on confidentiality between themselves and students as set out within this section.
2. However, staff cannot and should not offer or guarantee absolute confidentiality. If confidentiality has to be broken the student should, if at all possible, be informed first and then supported as appropriate.
3. It is only in the most exceptional circumstances that WHGS will find itself in the position of having to manage information without parental knowledge. Where younger children (normally under the age of 16) are involved there will be grounds for serious concern and child protection issues will need to be addressed.
4. Students are encouraged to talk to their parents and are given support to do so. If there is evidence of abuse, the child protection procedure is adhered to, ensuring that students are informed of sources of confidential help, for example, the School Health Advisor, counsellor, GP or local young person's advice service.

## Implementation and Procedures

Relationships and Sex Education is the responsibility of different specialists as well as teachers. The core team will include the teachers of the PSHE curriculum and, for example:

- The School Health Advisor.
  - The Manchester Healthy Schools Team.
  - Sexual Health Advisors from agencies such as Brook and Fresh.
  - United Learning.
1. Visiting speakers may be used to help enhance Relationships and Sex Education programmes. Where they are used, they are required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students but, in a classroom situation, they are expected to follow the Confidentiality Policy set out within this policy.
  2. Teachers may not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Teachers encourage students to seek advice from parents and/or general practitioners or appropriate health professionals attached to the academy.
  3. The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the Sex Education programme.
  4. In such cases, particularly since they may involve students whose parents have withdrawn them from Sex Education as such, teachers will balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.
  5. The LGB expects teachers to draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.
  6. Avoiding sensitive or controversial issues does not make them go away and can leave children and young people confused and at risk. WHGS is in favour of the discussion of topics such as contraception, abortion, sexuality, HIV/AIDS and other sexually transmitted diseases.

## Morals and Morality

Morals and morality are essential dimensions of relationships and sexuality. The Relationships and Sex programmes at WHGS respects individual differences - inspired by cultural, religious, ethnic and family backgrounds - and endeavours to promote those values of respect and dignity for human life which are common to all faiths and societies. In so doing, we aim to give particular emphasis to the ethos of the school.

Specific areas which are treated with sensitivity include:

### 1. Relationships

Relationships have an important part to play in Relationships and Sex Education. Friendship, making relationships and the valuing of friendship are topics in the early part of the programme. Choosing a partner, assessing personal qualities, considerations before marriage and relationships within the family are considered, together with roles, avoidance of stereotyping and acknowledging different attitudes and influences. Commitment, trust and love within relationships and honesty with self and others are also included.

WHGS recognises that there is a wide variety of stable and loving relationships including same sex relationships and these will be discussed with pupils where appropriate. Teachers will deal sensitively about issues of sexual orientation. The Relationships and Sex Education programme will include an understanding of all different types of relationships and sexual orientation.

WHGS students take part in theatre workshops as part of the PSHE programme with outside providers to gain understanding of issues about same sex relationships, to make students aware of homophobic bullying issues, challenging prejudice, celebrating diversity and promoting inclusion of all sexual orientations. The school seeks advice and help from various organisations when planning this aspect of the PSHE programme. The school also takes this opportunity to raise awareness of issues surrounding gender re-assignment.

Staff receive inset training sessions to highlight the need to avoid and discourage use of homophobic language.

### 2. Contraception

Given the specific prohibition at 2.2 in Appendix 2, the different types of contraceptive methods are dealt with generally, together with information about agencies which offer help and advice.

### 3. Abortion

It is accepted that abortion is an emotive issue and that any teaching must present a balanced view that respects a range of religious beliefs and takes into account the law relating to abortion. Teaching this topic provides an opportunity to establish fact, clarify thinking and explore values and beliefs.

### 4. HIV/AIDS/Sexually Transmitted Diseases

Students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for young children, for example, picking up discarded needles or any skin piercing; for older students sharing needles and specific sexual behaviour). In addition, they must understand the range of sexually transmitted diseases and those that are most prevalent amongst young people.

### 5. Sexuality and Physical Development

Self-awareness and change are important dimensions in Relationships and Sex Education, as are acceptance of the sexuality and choices of others and understanding the pressures from peers and the media.