



LIFE Wirral Sports School

RELATIONSHIP AND SEX EDUCATION POLICY

In Support of the PSHEE (KS3-5 inclusive Thematic Scheme of work and Medium-Term Plan)

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Document Details

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Responsible Area	Senior Leadership

Amendments:

Date	Amendment

This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of those all staff (teaching, support and agency staff), pupils on placement, contractors, the Chair of Governors and volunteers working in the school.

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by Sarah Quilty, the headteacher who is the Designated Safeguarding Lead (DSL). The Board of Governors will undertake a full annual review of this policy and its procedures, inclusive of the implementation and efficiency with which the related duties have been discharged. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronically.

Signed:

Date reviewed: September 2021

Date of next review: September 2022

Sarah Quilty
Headteacher

Alastair Saverimutto
Chief Executive Officer

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Rationale: It is recognised that RSE is a cross-curricular area, which impinges on all aspects of students’ personal and social education and development. At LIFE Wirral Sports School, we have a responsibility to provide education on relationships, health and wellbeing and sex education. This education is available to all registered students. A whole School approach to RSE is adopted. This incorporates aspects of the School ethos and organisation and enables effective pastoral support.

LIFE Wirral Sports School is committed to the teaching of relationships education to provide an understanding and lifelong learning about physical, moral and emotional development. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner. Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including PSHE & Citizenship, Teaching and Learning and Equal Opportunities.

What Is Relationship and Sex Education (RSE)? RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective Relationship and Sex Education does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

Relationships and Sex Education (RSE): KS3-4 – Definition: The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. RSE will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Health (Physical and Mental wellbeing) Education (See our PSHEE Policy) – Definition: The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

Principles and Values

In addition, LIFE Wirral Sports School believes that RSE should be:

- an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- an entitlement for all young people
- encourage each student to contribute to our community and aim to support each other as they grow and learn
- set within the wider LIFE Wirral Sports School context and support family commitment and love, respect and affection, knowledge and openness
- encourage students and teachers to share and respect each other’s views. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the way these topics are delivered at LIFE Wirral Sports School recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationship and Sex Education at LIFE Wirral Sports School has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict

Knowledge and Understanding

- learning and understanding, at appropriate stages, physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay

Aims and Objectives: The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme delivered in a number of ways, aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly regarding sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected relationships
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality
- challenge sexism and prejudice and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

Content: Teaching materials used reflect ongoing consultation with parents and professional advisers and is regularly reviewed to ensure it is age-appropriate, of high-quality and contextually appropriate to our pupils. We also consult with our students in this regard. Age and cultural backgrounds of the students are always regarded in relation to resources that are used. We ensure that our RSE curriculum is well-planned, with many opportunities for questions and discussions whilst also including effective assessment to monitor understanding. The range of material used is available to parents and informative books are available on request.

Organisation: Relationship Education, Sex education and Health Education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of students

where it is only appropriate to discuss the body in single gender groups. Relationships Education, RSE and Health Education will be taught across a number of subjects and staff. We look for opportunities to integrate teaching where appropriate from across wider curriculum subjects such as science, computing and PE so as to promote a whole school approach to wellbeing and health. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside LIFE Wirral Sports School may be invited to contribute to the delivery of RSE in LIFE Wirral Sports School. Topics covered within the RSE curriculum will be revisited as part of a spiral curriculum building on previous learning and introducing new content at an age-appropriate level.

Delivery – linking to wider curriculum subjects: We ensure staff feel confident and informed in the delivery of our RSE curriculum, through our staff training and high-quality planning and resources. Students learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. We recognise the importance of teaching our pupils how to be tolerant and respectful to all, regardless of the Protected Characteristics such as gender or race to help ingrain these values as early as possible. We emphasise the importance on our older students as role-models for our younger pupils with regard to their own role in relaying the correct information around RSE. We recognise that it is often peers and older students who pupils will discuss RSE matters with and so we promote our students being factual and responsible with the information that they hold.

The school aims to teach in a way which promotes the spiritual, moral, cultural, mental and physical development of the students at the School and prepares them for the changes of puberty and adult life. The RSE programme, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the programme. Lessons will require pupils to respond in a variety of ways, depending on the content and age-group being taught. Topics which pupils may find particularly difficult to discuss, such as consent, will be given ample time to ensure open discussions can take place.

A set of ground rules, co-created with students, help teachers create a safe environment, in which both they and students are able to confidently and discuss the content being taught. The following are example rules for RSE lessons:

- students must be made aware that teachers cannot offer unconditional confidentiality.
- no one (teacher or student) will have to answer a personal question
- no one will be forced to take part in a discussion
- meanings of words will be explained in a sensible and factual way
- when answering a specific question which involves information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time
- that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way and
- where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Child Protection policy.

Whilst we aim to create a safe and open environment during these sessions, the school recognises that many pupils will feel it difficult to ask questions or share their thoughts. We actively work with our pupils to develop strategies to remove these barriers, including asking students who and how they'd like to share questions and thoughts e.g. through a web-based app or with specific members of staff / visitors.

Staff Training: All staff involved in the teaching of RSE will receive training on how to effectively deliver the RSE curriculum for the age group that they teach which will include on-going updates to keep up to -day with changes in vocabulary and current themes. This will include the importance of ground rules and how to set them. Some aspects of training will be delivered by external providers whilst we will also use content developed by the DfE, which can be found in appendix 1 of this policy. Staff are encouraged to identify appropriate training and support to help them deliver effective RSE.

Procedures for Relationships and Sex Education: A coherent programme of RSE has been developed which focuses on the core areas detail above. The Pastoral Deputy Head organises the key elements in lessons liaising with specialist agencies including health professional where appropriate. Facts are presented, and issues considered within a clear moral framework, allowing students to recognise the importance of dignity and respect for themselves and others, the values of family life and acceptance of responsibility.

Within the context described above, such topics as contraception, abortion, homosexuality and HIV/AIDS are discussed since avoiding sensitive or controversial issues can leave students and young people confused and at risk. A range of methodologies and resources are used, regularly reviewed and updated to ensure accuracy of information and relevancy. Issues of a particularly sensitive nature require explicit delivery. They are presented in a broad and balanced way, free from sensationalism and personal bias and sensitively geared to the level of students, needs and experience.

Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others opinions in a respectful, reflective manner. Sensitivity to religious beliefs is regarded as an important dimension. The School seeks to develop students' self-esteem and a sense of responsibility by counteracting prejudice and victimisation. Key elements of RSE, or those which are especially sensitive, may be delivered by specialists. However, the School will ensure that:

- teachers are aware of their legal responsibilities;
- the concerns of teachers never trespass on parental rights;
- students are taught how to gain information on a wide range of health-related issues to include information on the provision of specific and individual advice;
- should a teacher believe that a student to be in danger or distressed or should questions from students cause such concerns, the Designated Safeguarding Lead should be consulted so that the best course of action can be identified;

It is important that all staff and outside visitors taking part in this programme are aware of these ground rules and that a classroom is not the same as a counselling session or clinic. In any one class, there are children from different backgrounds, at varying levels of physical and emotional maturity. Teachers need to be sensitive to the needs of all their children and work in a way which protects their sensibilities. Our programme for Relationship and Sex Education is broken down into the following programmes of study:

Relationships and Sex Education (KS3,KS4) - See our Medium Plans for when this content is taught

Effective RSE supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. We will deliver this in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Staff may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Pupils are taught about the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. We aim for all pupils to feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Staff will also ensure there is an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

Sexual Exploitation and abuse (Including FGM): Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are addressed sensitively and clearly. The school will also address the physical and emotional damage caused by female genital mutilation (FGM). Pupils will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. The school will also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

National Curriculum for Science

Reproduction	At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS. There continues to be no right of withdrawal from any part of the
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	national curriculum.
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Health Education (KS3 and KS4)

Menstruation	The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As with education about puberty, the programme will include understanding of and preparation for menstruation, for all pupils. The school will also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection.
Mental wellbeing	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing issues. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours
Physical health and fitness	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders, tooth decay and cancer. <i>*Eating disorders and extreme weight loss are a specialised area and the school would access qualified support or advice as needed and will avoid addressing them without that support.</i>
Drugs, alcohol and tobacco	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria (microbes), viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination (including screening and immunisation). • The facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid	Pupils will be taught <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR (from Year 8 onwards). • the purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils will be taught <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

The Law: LIFE Wirral Sports School recognises the importance of pupils knowing what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. We ensure pupils are made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage; consent, including the age of consent; violence against women and girls;
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse;
- violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations); hate crime and female genital mutilation (FGM)
- The school uses guidance published by the DfE to support in its work to discourage and prevent the sharing of nude and/or semi-nude images.

Working with external agencies: Working with external organisations can enhance the delivery of these subjects, bringing specialist knowledge and different ways of delivering content to our pupils. For example, our school nurse provides a drop-in clinic for students and the school also provides an independent listener. As with any visitor, we will ensure they undergo safeguarding checks and carry out due diligence on them, ensuring their proposed teaching is in line with our planned programme of study and this policy. When in class, visitors will be supervised by a teacher, who will be present at all times. Their teaching must also be age-appropriate and accessible for the pupils to whom they intend to teach. We will request their materials and lesson plans in advance so that we can ensure it is appropriate for all of our pupils. The school will ensure that external agencies who visit understand their responsibilities regarding safeguarding of our pupils and know how to deal with both confidentiality within the school and also any safeguarding concerns including how to report these concerns. We recognise that visitors are an enhancement to support our staff rather than as a replacement.

Senior Leadership and whole school approach: To ensure effective practice across the school, we have established a curriculum lead for our Relationships Education, Relationships and Sex Education and Health Education who is Sarah Quilty - Headteacher. They are given dedicated time to lead specialist provision and are responsible for reviewing planning and resources across the school and promoting these subjects across the school.

Alongside this, our senior leadership team will ensure these subjects are set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, our curriculum on relationships and on sex complement, and are supported by, the school’s wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects sit within the context of a school’s broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for our teaching about mental health within health education. The curriculum on health education similarly complements, and is supported by, the school’s wider education on healthy lifestyles through physical education, food technology, science, and sport.

The school will consider how its teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school’s provision. The pastoral team ensures that issues are proactively addressed in a timely way in line with current evidence on children’s physical, emotional and sexual development, in line with pupil need, informed by pupil voice and participation in curriculum development

Specific Issues within RSE

Child Protection, reporting and confidentiality: LIFE Wirral Sports School has a separate Safeguarding Child Protection Policy. Effective Relationship and Sex Education may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns by informing the Designated Safeguarding Lead. Staff ensure that children are made aware of how to raise concerns or make a report, and how any report will be handled. This includes if they have a concern about a friend or peer.

When teaching the new subjects, the school recognises that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers will be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. Staff will take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

Disclosures: If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity the LIFE Wirral Sports School will ensure that:

- The young person is persuaded to talk to their parent/carer
- Our Designated Safeguarding Lead is informed;
- The young person receives adequate counselling and information

Controversial and Sensitive Issues: Members of staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also respect others that may have a different opinion.

Dealing with difficult Questions: We recognise that pupils will often ask staff questions pertaining to sex or sexuality which go beyond what is set out for our Relationships Education. We recognise that children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. As such, our teaching methods take account of these differences – including when they are due to specific special educational needs or disabilities – and consider the potential for discussion on a one-to-one basis or in smaller groups. Both formal and informal RSE arising from students' questions are answered according to the age and maturity of the student concerned, considering each question and as case-by-case basis. Staff do not have to answer questions directly and can be addressed individually later. Staff will consider with their students what is appropriate and inappropriate in a whole-class setting and the school will offer support and training in answering questions which are better not dealt with in front of a whole class. Individual teachers must refer to the Designated Safeguarding Lead if they are concerned by a pupil's questions.

Sexual Identity and Sexual Orientation including Lesbian, Gay, Bisexual and Transgender (LGBT): LIFE Wirral Sports School believes that Relationship and Sex Education should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Teaching about LGBT will form part of our Relationships and Sex Education Programme of Study; the school will ensure that its teaching is sensitive, age-appropriate and delivered with reference to the law. Homophobic bullying is dealt with strongly yet sensitively.

Equal Opportunities and inclusion (Including SEND) in Relationship and Sex Education: The Relationship and Sex Education curriculum has been developed to take into account the diversity of the school's population and to meet the needs of the students. We are aware of our requirements to comply with the Equality Act 2010 and we review our teaching materials to ensure their suitability for our pupils. Additionally, we consider the makeup of our pupil body and have put in place additional support for pupils with particular protected characteristics, as part of a whole-school approach. All Relationship and Sex Education will be inclusive and meet the needs of all young people, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships. We will address explicit and implicit homophobia in LIFE Wirral Sports School, and issues of related bullying.

At LIFE Wirral Sports School, we believe Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised is our starting point to ensure accessibility. This school is also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND. LIFE Wirral Sports School recognises that some pupils are more vulnerable to

exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Sexual Violence/Harassment and Gender stereotypes: LIFE Wirral Sports School is alert to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and our School pastoral and behaviour policies aim to reinforce our values and support all pupils.

The school refers to as part of our Safeguarding – Child Protection Policy, the Department for Education’s Advice on Sexual Violence and Sexual Harassment between children. We recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously; staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. However, we do not make assumptions about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; we recognise that most young men are respectful of young women and each other. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that our pupils treat each other well and go on to be respectful and kind adults. Please see our Policy on Sexual Violence and Sexual Harassment (including Peer on Peer Abuse) Policy for more details which includes:

- What is Sexual Violence and Sexual Harassment including online abuse;
- How to minimise the risks of Sexual Violence and Sexual Harassment occurring;
- What the school will do if it receives an allegation or concern of sexual violence or harassment and
- The school’s understanding that SV and SH is unacceptable and will never be tolerated.

Involvement of Parents/Carers: We recognise the vital role parents play in the development of their children’s understanding about relationships. As such, we encourage an active partnership with all parents in the development and the delivery of Relationships Education and RSE, so that parents can feel confident in the programme offered to their children.

The LIFE Wirral Sports School works in partnership with parents to develop this policy to ensure it meets the needs of pupils and parents and reflects the community the school serves. At an appropriate time (usually every second year), new parents will be given the opportunity to attend a meeting to discuss the approaches used in the Relationships Education and RSE lessons. This also allows parents the opportunity to view examples of the resources the school plans to use as part of its lessons. We encourage parents to discuss what will be taught and look to address any concerns and help support parents in managing conversations with their children on these issues. We actively seek parents and pupils views on how to develop our RSE curriculum through both parents and pupil forums and through questionnaires. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.

The School prospectus and website contains additional information about:

- the RSE programme, its content and organisation;
- details of how parents can learn about the programme;
- the procedures to be followed if parents wish to withdraw their child from any or all parts of the school’s sex education programme.

Parental Rights – Right to be excused from sex education – In line with [statutory guidance](#), whilst parents do not have the right to withdraw their children from all or any part of Relationships Education or Health Education, parents can request to withdraw their children from any or all parts of the School’s programme of sex education, other than those elements which are required by the National Curriculum. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. If parents have requested that their child be withdrawn from an aspect of Sex Education, the Headteacher will meet with parents to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

The LIFE Wirral Sports School believes that all children should be offered the opportunity of receiving an appropriate, comprehensive and well-planned programme of Relationships and Sex Education in accordance with the law and government policy. Relationships and Sex education is taught, in part, through Science lessons in accordance with the National Curriculum. All children at LIFE Wirral Sports School have a basic entitlement to information about the human life cycle and reproduction, which is covered in the science curriculum. Parents do not have the right to withdraw children from this provision which forms the basis for understanding the nature of life itself.

The School will provide a supervised, quiet working area for any students who are withdrawn. If necessary, alternative work will be provided. Once a child has been withdrawn they cannot take part in the Sex education programme until the request for withdrawal has been removed.

Assessment: LIFE Wirral Sports School maintains the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Pupil learning is assessed, and assessments used to identify where pupils need extra support or intervention. Whilst there is no formal assessment for these subjects in the sense of an examination, we use a range of methods, for example, written assignments / answering of scenario cards, discussions or self-evaluations, to capture progress.

Monitoring and Evaluating the Impact of RSE: The school will regularly monitor relationships, Health and Sex Education to ensure the curriculum is effective and meeting the needs of our pupils. This will be carried out by the RSE subject lead alongside support from the senior leadership team, parents and pupils for specific aspects of the curriculum. Monitoring will involve:

- Reviewing pupils' learning within books and assessments
- Reviewing curriculum resources with parents and pupils
- Ensuring that vocabulary being used within lessons is appropriate to the current language being used by children e.g. 'sexting'
- Reviewing parent and pupil questionnaire responses to look for developments that can be made.

Board of Governors: As well as fulfilling their legal obligations, the Board of Governors will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Confidentiality: Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. (See also our Child Protection Policy.)

Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(England\) Regulations 2019](#) (DfE: July 2019)
- Sections 34 and 35 of the [Children and Social Work Act 2017](#) (HM Gov: 2017)
- [Keeping Children Safe in Education](#) (DfE: 2021)
- [The Equality Act 2010](#)

- [SEND Code of Practice: 0 to 25 years](#) (DfE: January 2015)
- [Sexual Offences Act 2003](#) (HM Government: 2003)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE: September 2021)

Additional links: This policy has been developed using the following documents, which provide additional information:

- Behaviour and Discipline in Schools - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Mental Health and Behaviour in Schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf
- Preventing and Tackling Bullying - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- Promoting British Values - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Appendix A – RSE Resources: There are many excellent resources available, free of charge, which the school uses to draw on when delivering these subjects. Resources are assessed carefully to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs. When the school consults with parents, we provide examples of the resources planned, as this can be reassuring for parents, and enables them to continue the conversations started in class at home. This is for illustrative purposes and is not an exhaustive list.

Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Relationships and Sex Education

[Teaching about Relationships, Sex and Health](#) (DfE: March 2021) Provides Teacher training on specific areas of the RSE curriculum.

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/>

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary <https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Online and offline relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSheA_EdComs_Resource_listing_Sep17

Mental health

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

[MindEd educational resources](#) on children and young people's mental health.

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

PSHE

PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Drugs and alcohol

Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons <http://mentor-adepis.org/planning-effective-education/>

Extremism and radicalisation

Practical advice and information for teachers, school leaders and parents on protecting children from extremism and radicalisation www.educateagainsthate.com

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Financial decision making Saving, borrowing, budgeting and making financial choices	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Addressing extremism and radicalisation Communities, belonging and challenging extremism Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Work experience Preparation for and evaluation of work experience and readiness for work	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography

Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Independence Responsible health choices, and safety in independent contexts	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	
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