

**St Michael's**  
**Church of England High School**  
**'Jesus grew in wisdom and stature' (Luke 2 : 52)**



**Relationships and Sex Education**  
**Policy (from 2020)**

**Reviewed by LDST: July 2022**

*We will ensure that each individual is valued and achieves success within a caring Christian community. This policy is intended to reflect the Christian values held by the school, it's Governors, staff and students and should be considered in the light of this. We intend that this policy, when put into practice day by day, will be another way in which the St Michael's family demonstrate our core Christian values.*

## **Relationships and Sex Education Policy**

Jesus said 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable young people of all faiths and none to flourish in our schools and to gain every opportunity to live fulfilled lives.

In order for this to happen, the Liverpool Diocesan Schools Trust (LDST) works with schools and families to ensure young people learn about (and have modelled for them) good, healthy relationships, so that they can secure, develop and sustain such relationships and recognise when and how relationships go wrong. Relationships and Sex Education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies* (DfE 2019), which states: *"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 should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should 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."*

Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that young people can grow in *wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritual, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

LDST believes teachers, parents, carers, pupils and all members of each school's community have an important contribution in preparing young people for a healthy and fulfilled life where positive relationships enable them to flourish, and to do this, we aim to work with parents and carers in a spirit of hope and compassion. This Policy sets out how we will achieve this together.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

## **What are we aiming to do?**

St Michael's C. of E. School aims to provide a programme that follows the statutory need to include Relationships and Sex Education in their curriculum from September 2020 and within the ethos of our Christian school.

St Michael's C. of E. School aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about healthy and respectful relationships, what respectful behaviour looks like, consent, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to ensure that all young people
  - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
  - ✓ develop their self-esteem, body confidence and sense of responsibility.
  - ✓ are prepared for puberty and give them an understanding of sexual development.
  - ✓ can protect themselves and ask for help and support.
  - ✓ To develop a curriculum that addresses cultures of sexual harassment and teaches that sexual violence and sexual harassment is always wrong;
  - ✓ Understand the importance of equality and the damage that stereotyping and prejudiced behaviour can do

## **How do we achieve these aims?**

RSE is integrated within the wider themes of the Personal, Social, Health, Citizenship & Economic Education and (PSHE) curriculum, and will be delivered through discrete PSHE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the young people are undertaking, as well as with issues such as peer pressure, sexual harassment and abuse, and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.

Our school values: Courage, Forgiveness, Peace, Equality and Love are the heart of what we do.

RSE is delivered by Form Tutors although support from outside agencies, such as the school nurse, Brook, Stonewall etc. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

As with all curricular areas we encourage young people to take an active role in their learning during RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We have established systems for young people to confidently report abuse, knowing their concerns will be treated seriously.

### **Parental Involvement**

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their young people to cope with both the physical and emotional aspects of making friends, sustaining friendship groups and growing up.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (Not including Relationship education). Any requests must be made in writing to the headteacher. Following a discussion, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

### **Confidentiality**

We appreciate that the content of RSE lessons may prompt young people to share concerns or problems they are facing. Young people are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to young people and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling safeguarding issues.

The subject leader will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

### **Curriculum**

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary after analysing pupil voice at different points throughout the school year.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

### **Teaching**

The RSE programme will be taught through a range of teaching to best suit our pupils needs. Our programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.

Pupils will be allocated

- 1 60 minute lesson every other week, to be delivered by form tutor
- 5 Values days per year in which a variety of topics will be covered by both staff and trained external agencies
- External agencies, such as school nurses and health professionals

### **Monitoring arrangements**

The delivery of RSE is monitored by Mrs S Folwell PSHE leader through:

- Pupil voice and staff feedback

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs S Folwell annually. At every review, the policy will be approved by the governing body.

## Appendix 1

### Monitoring Audit for Governors

**This checklist is to support the school's process of self evaluation and should be completed in partnership with governors and those responsible for RSE in the school.**

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure the needs of the young people and young people are being met.			
The policy has been ratified by the full governing body.			
The policy is in line with National and local Diocesan guidance, consistent with the mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			
There is a designated senior member of staff responsible for RSE in the school.			
There is a designated governor to monitor RSE.			

Governors are aware of how RSE is taught across the school and have had opportunity to view and ask questions of the resources used.			
The school has in place a range of resources to meet the age appropriate needs of all pupils.			
Clear schemes of work, demonstrating appropriate progression, identifying the elements of RSE across the curriculum, are in place. These show how the requirements of RSE and PSHE and the National Curriculum are covered.			
Parents / carers are regularly made aware of how RSE is taught throughout the school.			
Parents / carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school has in place a plan to support parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home.			
The policy has been disseminated among staff (including support staff) parents / carers and included in induction arrangements for new staff and prospective parents / carers.			
Staff training needs are met in a programme of CPD to help them understand and meet their responsibilities in delivering RSE.			
The policy and programmes take into account issues related to equal opportunities.			
The policy and programmes takes into account the Church of England Education Office guidance document: Valuing All God's Young people 2019.			



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There is a confidentiality clause in the RSE policy, developed in consultation with representatives across the school community. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.

**Next Steps:**

**Completed by:**  
**Date:**



## Appendix 2: Curriculum map

**Relationships and sex education curriculum map**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Term 1</b>	<p><b>(PSHE)</b></p> <p>Relationships Bullying or Banter Mental Health and emotions</p> <p><b>(ICT)</b></p> <p>E Safety Cyber bullying Dangers of social media Grooming and abuse Awareness of seeking help and advice</p> <p><b>(RE)</b></p> <p>Christian values (Forgiveness, Peace, Equality, Courage, Love) Belonging Community Jesus and Wisdom</p> <p><b>(Science)</b></p> <p>Fertilisation Pregnancy Menstrual Cycle Puberty</p>	<p><b>(PSHE)</b></p> <p>Mental Health and emotions Relationships</p> <p><b>(ICT)</b></p> <p>E Safety Cyber bullying Dangers of social media Impact of viewing harmful content Grooming Sexual Exploitation Awareness of seeking help and advice</p> <p><b>(RE)</b></p> <p>Islam and the media Religious and community links Expressions of faith Fairness Justice</p> <p><b>(Science)</b></p> <p>DNA and inheritance Ecosystems</p>	<p><b>PSHE)</b></p> <p>Mental health awareness and strategies Domestic conflict</p> <p><b>(ICT)</b></p> <p>E Safety lesson revisiting the dangers of the internet and ways to protect ourselves whilst online. Signposting to where to seek help</p> <p><b>(RE)</b></p> <p>The Holocaust Commemorating and remembering past events Covenant and expression of belief Expression of faith</p> <p><b>(Science)</b></p> <p>Uses of EM waves for communications and medical applications Genetic modification</p>	<p><b>PSHE)</b></p> <p>Mental health awareness and strategies The dark web</p> <p><b>(ICT)</b></p> <p>E Safety lesson revisiting the dangers of the internet and ways to protect ourselves whilst online. Signposting to where to seek help</p> <p><b>(RE)</b></p> <p>Community and faith Christian beliefs The nature of God The problem of evil and suffering Life after death</p> <p><b>(Science)</b></p> <p>Health, disease and the development of medicines Nervous systems (and</p>	<p><b>PSHE)</b></p> <p>Mental health strategies Conflict management</p> <p><b>(ICT)</b></p> <p>E Safety lesson revisiting the dangers of the internet and ways to protect ourselves whilst online. Signposting to where to seek help</p> <p><b>(RE)</b></p> <p>Marriage and relationships Contraception Sexuality and same sex relationships Attitudes to sex Divorce and remarriage Gender equality in families and society</p> <p><b>(Science)</b></p> <p>Climate change and</p>

				factors that can affect it)	the Earth's atmosphere
<b>Term 2</b>	<b>(PSHE)</b> Puberty & periods Family relationship Friendships	<b>(PSHE)</b> Bullying or Banter Body Image Self Confidence Self Esteem	<b>(PSHE)</b> LGBT Awareness Homophobia Stereotypes Discrimination	<b>(PSHE)</b> Same Sex Relationships Binge drinking and risky behaviour Drugs and risky behaviour / relationship consequences	<b>(PSHE)</b> Social Anxiety E Safety – Fake news
<b>Term 3</b>	<b>(PSHE)</b> Love & relationships Anger Management Consequences	<b>(PSHE)</b> Alcohol and relationships	<b>(PSHE)</b> Contraception Sexually Transmitted Infections Consent Teenage Pregnancy	<b>(PSHE)</b> Body Image Suicide Break ups	<b>(PSHE)</b> Forced Marriage Contraception Sexually Transmitted Infections Consent