

# THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:  
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	November 2009	Next scheduled review	October 2023
Governor approved	October 2022	Key person/people	HUS/HLS
Model Policy		Model localised	Yes
Pupil leadership team review		Y <del>N</del> Pupil Consultation Group	

## RELATIONSHIPS, SEX AND HEALTH EDUCATION

What is Relationships and Sex Education?

Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. The new Personal Development (Sept 2020) framework will help pupils develop the skills and understanding the need to live confident, healthy and independent lives.

"It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care.

It is also about the teaching of sex, sexuality and sexual health.  
It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching." [Sex and Relationships Education Guidance ref DCFS 0116/2000]

### Principles:

Relationships, Sex and Health Education (RSHE) within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. In addition, we aim to support young people through their physical, emotional and moral development. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age appropriate. Parents and carers will be fully informed of policy and practice.

The school recognises the "role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships" (DfE, 2019, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education').

RSHE will focus on:

### Attitudes and Values

- Learning about the values of family life and stable relationships.

- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Personal and Social Skills.
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.
- Knowledge and understanding.
- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.
- Information about digital safety and responsibilities.

### **Organisation and Delivery**

The Subject Leader for the Personal Development curriculum, alongside the Senior Deputy Headteacher, are responsible for coordinating the policy and curriculum content. RSHE will be taught to all pupils within the school in an age-appropriate way.

In the Primary Phase RSHE is delivered through the Personal Development curriculum in each class. Plans are adapted to meet the pupils' needs and themes are also taught through cross-curricular topics. Healthy relationships form a core aspect of Personal Development education, beginning with understanding about how to have healthy relationships with family and friends and later learning about adult relationships. Children learn about changing bodies, respect and choices.

In the Secondary Phase it is delivered as discrete lessons in Years 7 and 10 and through the comprehensive tutor programme in all Year groups. Other agencies and visiting speakers are sometimes part of the input into the programme their input being coordinated by the DSL and Year Leaders.

Parents have the right to withdraw their children from any RSHE that falls outside of the statutory curriculum (Education Act, 1996) - they cannot, however, withdraw from human reproduction as in National Curriculum (NC) Science, for example. Any parents expressing concerns will be invited into school for discussions with the Subject Leader for Personal Development and the Head of the Primary Phase or Secondary Phase (as appropriate.) Should they still decide to exercise this right the school will make provision for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DCSF.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSHE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

We hold regular Partner in Learning meetings with parents focussed on our RSHE delivery through our Personal Development programme. We aim to maintain an open, collaborative dialogue with parents with opportunities for them to raise any questions they may have through consultations.

## **Monitoring and Evaluation**

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures will include:

- Lesson observations by Senior Colleagues ;
- Feedback to Governing body on RSHE education as part of the curriculum review;
- Information evenings for parents
- Evaluation by pupils of the programme focussing on learning outcomes and appropriate delivery;
- Departmental evaluation of the programme linked to individual teacher feedback.
- Parent and pupil survey.
- Annual Review Week deep dive

The policy will be reviewed, after consideration of all of the above, at least every two years, and ratified by the full governing body.

### References/further information:

- 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UKCCIS).

Appendix 1:

<p><b>The Westgate School overview of RSHE (including sex education) Curriculum known as Personal Development.</b></p> <p><b><i>“Working in partnership with parents/carers and the wider community to enable pupils to feel safe, included, happy and prepared for life beyond school”</i></b></p>		
Year	Term	Topic/Theme Details
R	Autumn	School values: Be respectful; Be Responsible: Be Kind /emotions/manners
R	Spring	Emotions/self-awareness/friendships
R	Summer	Self-regulation/relationships/body parts (key terminology introduced for genitalia: penis and vagina)
1	Autumn	<b>Relationships</b> – recognising & naming emotions/ <b>Health &amp; wellbeing-</b> oral hygiene
1	Spring	<b>Health &amp; well-being</b> – body parts & appropriate touching (key terminology introduced for genitalia: vulva and testicles)/ <b>Relationships including families</b> – importance of families & emotions
1	Summer	<b>Living in the wider world – environment</b> – caring for our environment <b>Living in the wider world – rights and responsibilities</b> – diversity & equality
2	Autumn	<b>Relationships</b> – knowing who to trust/ <b>body parts (understanding that some are private) (key terminology introduced: urethra – how urine leaves the body in males and females) /relaxation/Health &amp; wellbeing-</b> sleep/medicine safety
2	Spring	<b>Health &amp; well-being</b> – loss, on-line relationships/ <b>Relationships including families</b> – different types of families
2	Summer	<b>Living in the wider world – environment</b> -reduce, reuse, recycle <b>Living in the wider world – rights and responsibilities</b> – money & saving
3	Autumn	<b>Relationships</b> – healthy relationships & friendships/ <b>Health &amp; well-being-</b> healthy, balanced diet and importance active lifestyle
3	Spring	<b>Health &amp; well-being</b> – mental well-being, <b>human life cycle (changing, growing older, maturing / Relationships including families</b> - different families, including blended & same sex, respect
3	Summer	<b>Living in the wider world – environment</b> – environmental groups caring for our environment <b>Living in the wider world – rights and responsibilities</b> – all about rules
4	Autumn	<b>Relationships</b> – feelings/manners/ <b>Health &amp; wellbeing-</b> medicine safety & self-care techniques
4	Spring	<b>Health &amp; well-being - body parts (key terminology introduced for genitalia: pubic hair, uterus) and how they change/ Relationships including families</b> – how families change over time
4	Summer	<b>Living in the wider world – environment</b> – topical waste issues <b>Living in the wider world – rights and responsibilities</b> – united nations rights of a child
5	Autumn	<b>Relationships</b> – bullying/online safety/ <b>Health &amp; wellbeing-</b> importance of exercise & healthy balanced diet
5	Spring	<b>Health &amp; well-being</b> – growing up/periods (key terminology introduced for genitalia: genitals, ovaries, egg, sperm) / <b>Relationships including families</b> – valuing diversity & challenging stereotyping
5	Summer	<b>Living in the wider world – environment</b> – climate change <b>Living in the wider world – rights and responsibilities</b> – government and rule of law
6	Autumn	<b>Relationships</b> – on-line safety & how to be a good friend/ <b>Health &amp; wellbeing-</b> importance of sleep and effect of medicines & drugs on health (smoking, alcohol)
6	Spring	<b>Health &amp; well-being</b> – sex – how babies are conceived & committed relationships (key terminology introduced: erections, semen, ejaculation, fallopian tube, clitoris, labia) / <b>Relationships including families</b> – marriage & civil relationships/ boundaries & consent
6	Summer	<b>Living in the wider world – environment</b> – topical environmental issues/jobs/careers <b>Living in the wider world – rights and responsibilities</b> – money/transition to Secondary school
7	Autumn	<b>An introduction to PD</b> and exploring issues that face pupils today for example Friendships, Bullying, different family units, <b>puberty</b> , Emotional literacy and the age of consent. The <b>Science of Learning</b> and how we learn. <b>Healthy relationships</b> - <b>Heteronorms</b> , having an equal say, gender stereotypes, Consent online sexual abuse <b>E-Safety</b> - How to report Indecent images, Cyber bullying, Online gaming rules, Accepting T & Cs
7	Spring	<b>Emotional Health &amp; Wellbeing</b> - Emotional Awareness, how do we deal with all that is around us. Managing Feelings, eating for health. What is mindfulness, Looking after our physical health. <b>Careers</b> - Be aspirational, next steps in school and post 16 Education, discrimination in the workplace, jobs for the future.

7	Summer	<p><b>Drugs</b> - understanding Drugs, Nicotine – risks and influences, Alcohol and risk</p> <p><b>Relationships and Sex-</b> Introducing issues to pupils around sex and relationships and allowing them to discuss and talk about this in a calm and sensitive environment. Reflecting on relationships and families and different types of families.</p>
8	Autumn	<p><b>My life – Puberty</b>, friendships, Bullying, <b>Age of consent</b>, Feelings- emotional literacy.</p> <p><b>Rights Respect and Responsibility</b> - RRR- The UNCRC, Rights of children, wants and needs, active campaigning, Children’s rights in the UK.</p> <p><b>Diversity of Britain</b> - Identity, Diversity, Multi culturalism, Prejudice, Radicalisation, British values.</p> <p><b>Law &amp; Justice</b> - Law, the court system, criminal responsibility.</p> <p><b>Healthy relationships</b> - <b>Heteronorms</b>, <b>having an equal say</b>, gender stereotypes, Consent online sexual abuse.</p> <p><b>E Safety</b> and how can stay safe online. How to report Indecent images- legal consideration, Cyber bullying- legal consideration, Online shopping, Crowd funding</p>
8	Spring	<p><b>Emotional Health &amp; Well-being</b> - Body Image, the impact of social media on body image, bullying and peer pressure, how we can develop self-esteem, healthy approaches to exercise, how we can be mindful, being mindful.</p> <p><b>Careers</b></p> <p><b>Drugs Education</b> - Understanding Drugs, nicotine – risks and influences, alcohol and risk</p>
8	Summer	<p><b>Relationship Sex and Health Education</b> - Introducing issues to pupils around sex and relationships and allowing them to discuss and talk about this in a calm and sensitive environment. Intimate relationships, peer pressure, What is consent, Why have sex, different types of contraception, sexting.</p>
9	Autumn	<p><b>Healthy Relationships-</b> Pupils will consider what is a healthy relationship, consent and what constitutes sexual harassment to include online sexual harassment. Creating a safe space, Heteronorms, having an equal say, gender stereotypes, Consent online sexual abuse</p> <p><b>E Safety</b> - Pupils look at different aspects of E Safety and think about how they should behave and stay safe online.</p>
9	Spring	<p><b>Emotional Health and Wellbeing-</b> Pupils look at healthy bodies and minds, they will also consider body image and how this is portrayed in the media. Ideals of body image, the media and body image, eating disorders, healthy lifestyles, resilience, self-harm, online regulation-gaming.</p> <p><b>Careers</b> - Pupils will look at careers and discuss the future alongside creating their own START profile. Be aspirational, next steps in school and post 16 Education, discrimination in the workplace, jobs for the future.</p>
9	Summer	<p><b>Drugs Education-</b> To learn about drugs and young people’s attitudes and behaviours regarding drug use. To consider the potential legal consequences of using illegal drugs. To learn about the short- and long-term effects of alcohol and cannabis use on individuals and to learn how to manage peer and other influences in relation to substance misuse.</p> <p><b>Relationships and sex education-</b> Pupils look at different types of relationships including marriage and cohabitation, equality, and the legal rights around marriage.</p>
10	Autumn	<p><b>Healthy Relationships-</b> Pupils will consider what is a healthy relationship, consent and what constitutes sexual harassment to include online sexual harassment.</p> <p><b>Emotional Health and Wellbeing-</b> Pupils look at healthy bodies and minds, they discuss why wellbeing and mindfulness is so important and they think about these issues in tutor groups.</p>
10	Spring	<p><b>Drugs Education-</b>To learn about the impact of substance use on risk-taking and personal safety, to learn how to manage influences in relation to alcohol and other drug use, to learn about the potential consequences of drug production, sale and use, and the support available for individuals regarding substance use, including addiction and dependency. Exploring attitudes, drugs the law and managing risks, drugs the effects: alcohol and cannabis, Managing influence.</p> <p>Careers</p>
10	Summer	<p><b>Relationships, Sex and Health Education-</b> Pupils look at issues of consent, they discuss sex and peer pressure and different types of relationships including marriage and cohabitation. Legal rights within a marriage and other relationships. Equality, Domestic Violence and abuse, legal rights within a marriage, Legal rights across all types of relationships. RSHE- Core Sex education which covers, sex and contraception, parenthood, STI’s, HIV, Consent, Abortion, Harassment, cancer.</p> <p><b>E Safety</b> - Pupils look at different aspects of E Safety and think about how they should behave online. How to report, harassment and stalking on-line, managing risks on-line, comparison of people on-line, positive viral content.</p> <p>Philosophy &amp; Ethics -</p>
11	Autumn	<p><b>Healthy Relationships-</b> Pupils will consider what is a healthy relationship, consent and what constitutes sexual harassment to include online sexual harassment. Discussion of proactive strategies and responses to inappropriate sexual language in school. Rape and consent. Identifying stereotypes and pressure to conform.</p>

		<b>Emotional Health and Wellbeing-</b> Pupils look at healthy bodies and minds, they discuss why wellbeing and mindfulness is so important and they think about these issues in tutor groups. Preparing for exams, stress and how to manage it.
11	Spring	<p><b>Drugs Education-</b> To learn about the impact of substance use on risk-taking and personal safety, to learn how to manage influences in relation to alcohol and other drug use, to learn about the potential consequences of drug production, sale and use, and the support available for individuals regarding substance use, including addiction and dependency. Assessing risk. Substance use and managing influence. Help seeking and sources of support</p> <p><b>Careers -</b> Pupils will look at careers and discuss the future alongside updating their own START profile. Be aspirational, Next steps in school and post 16 education, Discrimination in the work place, jobs for the future, internet as a revision aid</p>