



<b>Prudhoe Community High School</b>	
Name of Policy	<b>Relationships and Sex Education Policy</b> <b>Appendix to PSHE Policy</b>
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Approved by:	Beth Hudspith Chair's Action    Date: 14/11/25
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The purpose of this policy is to provide the highest quality Relationships and Sex Education programme which provides learning opportunities which can develop the students' knowledge, understanding and skills that they will need to manage their high school lives and their future in the modern world.

## **1. Introduction**

We have based our school's Relationships and Sex Education policy on the DfE document Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance. In this document it sets out the following:

*'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. 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.'*

At PCHS we recognise that a caring and developmental Relationships and Sex Education (RSE) programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings, puberty and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

Central to our RSE programme is the growth of self esteem and taking responsibility for oneself and one's actions. The development of students' self esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

School Leaders and Governors understand and accept their duty to ensure that any sex education is provided in a way that ensures students are taught about secure relationships and its importance for family life and for bringing up children, and that students are protected from teaching materials which are inappropriate, having regard to the age, gender and cultural background of the students concerned.

## **2. Objectives of Relationships and Sex Education at PCHS**

The programme in Prudhoe Community High School is taught as part of our Personal and Cultural Studies (PCS) and aims to provide the individual with the knowledge and understanding to:

- foster self esteem, self respect and self awareness to allow for informed decision making
- encourage the exploration of values and moral issues as an integral part of the learning process
- value stable, loving and caring relationships and to value family life recognising the implications of parenthood
- appreciate their personal responsibility for their own body and actions, to accept and to be sensitive to the variation in the personal, psychological, physical, social and emotional development of individuals
- to consider knowledge of the human body in relation to health and reproduction (including mental health)
- be aware of the effects and risks involved in sexual relationships (including online activity and 'sexting')
- encourage an open atmosphere which will allow individuals to question and express their opinions without embarrassment
- become aware of the sources of help and acquire skills and confidence to use those resources being able to identify behaviour that puts them at risk
- communicate any concerns to an appropriate agency
- develop problem solving, decision making assertiveness and communications skills in forming honest and loyal personal relationships
- to raise awareness of an identifying the signs of Sexual Grooming
- to enable students to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision makers
- to enable students to form positive, non-exploitative relationships
- to know and understand Female Genital Mutilation
- to emphasise the role and the value of family life and raising children
- to enable students to know what is and what is not legal in matters relating to sexual activity (including a sound understanding of the term 'Consent')
- to identify and understand relationship characteristics which lead to domestic abuse and peer on peer violence
- Sex Education in Prudhoe High School will be delivered with respect to a framework of moral, spiritual and ethical values as outlined in national guidelines.

## **Key Issues:**

- to respond honestly and fully to the needs of young people, setting the teaching and advice within a developed moral context
- to encourage schools and parents to work together to ensure that the needs of all young people are identified and met
- to make sure that RSE is taught by teachers who have the necessary knowledge and teaching expertise and who want to participate in this demanding aspect of provision
- to help parents to develop the skills necessary to talk about sex and relationships with their children.

## **3. Outcomes**

### **By the end of Key Stage 3:**

Students will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage

Students will know and understand:

- the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- the various forms of STIs and how the growth of viruses can affect health
- how the media influence understanding and attitudes towards sexual health

- how female genital mutilation occurs
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- about when and where to get help, such as the School Nurse Drop in

Students will have considered:

- the benefits of sexual behaviour within a committed relationship
- how they see themselves with regard to self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- issues such as the risks of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibility mean in relationships

#### **By the end of Key Stage 4:**

Students will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with adolescence and changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work cooperatively with a range of people who are different from themselves.

Students will know and understand:

- how sexually transmitted infections affect the body and how to take preventative measures
- the risks of early sexual activity and the link with the use of alcohol and drugs
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations and to access support
- the law in relation to sexual activity and consent for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society

- how to respond appropriately within a range of social relationships
- how to seek advice and support on the practice of or effects of female genital mutilation
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend for their success on maturity and commitment

Students will have considered:

- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion; contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how this impacts their lives
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

#### Implementation Strategies

- Tutorial Programme across all Year Groups
- Assembly Programme
- Curriculum themes in Biology, Philosophy and Ethics, English and Health & Social Care

#### **4. Roles and Responsibilities**

The Assistant Headteacher i/c Personal Development is responsible for the strategic planning and management of the Relationships and Sex Education programme in close liaison with the school's Subject Leader for PCS. In turn, the Subject Leader for PCS liaises closely with the Heads of Achievement and Learning, teachers of PCS and form tutors to ensure continuity and the sharing of good practice. Students with additional needs are supported through the SENDCO. Our delivery of Sex and Relationships Education is via the following means:

## **Personal and Cultural Studies Tutorial Programme**

This programme is comprehensive and enables students to explore human and moral issues that affect young people in their daily lives and is highly discussion led to allow students to feel comfortable in talking about sensitive issues. These sessions are planned by and in consultation with the Head of PCS and delivered by form tutors.

### **Key Stage 3:**

- Healthy relationships: Types of family, nuclear and extended
- Types of family, single parent and blended
- Types of marriage, cohabitation and single parenthood
- Finding supportive friendships
- Bullying and peer pressure
- First love and early romantic relationships
- Jealousy and pressure
- The law and the age of consent
- Preventing pregnancy
- Masturbation, abstinence and a-sexuality

### **Key Stage 4:**

- Pornography and explicit images
- Pornography and the law
- Pornography and body image
- What is consent
- Preventing STIs including HIV/ AIDs
- Exploring your sexuality
- Safe sex within a healthy relationship
- Coercive control and sexual violence
- Grooming and exploitation
- Rape and the law

### **The Right of Withdrawal**

Parents have the right to withdraw their children from any or all parts of the programme of RSE, other than those elements which are required by the National Curriculum. Parents do not have to give a reason for their decision.

Any parent wishing to withdraw their child from any or all parts of the non statutory RSE is requested to inform the Headteacher in writing as early as possible. Arrangements for any child withdrawn from class will depend on the individual and the current

situation. Requests for withdrawal will be discussed between the parents and Headteacher.

Once discussions have taken place, except in exceptional circumstances the school will respect the parents requests to withdraw the child, up 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 Relationships and Sex Education programme is planned, monitored and evaluated in consultation with the school's Senior Leadership Team, its Governing Body and is Quality Assured through the annual PCS Quality Assurance cycle.

## **5. Policies and Procedures**

The policy also recognises the range of partners that currently and will continue to support the PCS offer within school. These include:

- School Health Advisors – Sex Education
- Policy – local issues, drugs, alcohol, personal safety, anti-social behaviour, driver awareness, radicalisation and extremism.

## **6. Information and Training**

Staff training needs are identified and PCHS will endeavour to meet training needs within a reasonable period of time. Training and advice is available through the CPD programme, external CPD and in the following documents:

- PCHS Staff Handbook
- Confidentiality Policy
- E-safety Policy
- Child Protection Policy
- RSE and PCS Policy



## 8. Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the PCS area. The Assistant Headteacher and Subject Leader for PCS are responsible for the effective deployment of resources. Sources of external funding for activities are actively sought to enhance provision.

## 9. Monitoring and Review

The Sex and Relationships Education Policy is reviewed in accordance with the PSHCE policy annually, and as a result of changes in legislation and/or guidance and recommendations from the DFE and other expert bodies.

Monitored for compliance	Who	When?
Updates will need to occur as DFE guidance, Ofsted guidance etc and legislation changes etc.	Review against frameworks as and when updated. In consultation with AHT and PCS Coordinator	May by AHT and PCS Coordinator
PCS Quality Assurance Programme Reported to relevant Governing Body Committee	PCS Co-ordinator	QA carried out half termly Reports annually