

# Woodchurch High School

*A Church of England Academy*



## **RELATIONSHIPS AND SEX EDUCATION POLICY**

**Approved by the Curriculum Committee: Spring 2025**  
**Approved by Full Governors: Spring 2025**

## Contents

School Setting.....	3
Policy Review.....	3
RSE Values Framework.....	3
RSE Aims.....	4
School Ethos.....	5
Curriculum.....	6
Teaching and Learning.....	7
Resources.....	8
Curriculum Evaluation.....	9
Specific Issues.....	9
Review.....	10

# **Relationships and Sex Education Policy**

## **School Setting**

Woodchurch High School is a highly successful, larger than average fully inclusive 11-16 comprehensive school. Wirral is an Authority with selective education: four Grammar Schools, a further three schools with entrance examinations and five further selective schools. School is consistently over-subscribed, ranked as the eighth most oversubscribed school in Merseyside (2018) and is annually the most oversubscribed school on the Wirral (since 2015, school has had more 1st, 2nd and 3rd preferences than any other school in the Authority, hearing no fewer than 50 appeals every year since 2016). Very few pupils attend from each of the eleven ethnic minority backgrounds, although this figure is increasing and currently stands at 77. Currently, those children in receipt of the Pupil Premium stands at 41% and 31% of the school population have a diagnosed SEND. There are 27 pupils with CLA status and 84 pupils in receipt of an EHCP. The estate on which the school is situated contains three LSOAs ranked within the top 10% of the most deprived neighbourhoods in the country. The school has been an academy (SAT) since 2011 and became a 'full' Church of England Academy (having previously been 'A School with a Church of England Trust') in April 2014.

The school works closely with a wide range of external agencies including the Educational Support Service, Child and Family Service and the Police Authority.

Information about local health issues is received in a number of formats. The main health issues identified recently are: obesity, teenage pregnancy, sexually transmitted Infections, especially Chlamydia, underage drinking, underage smoking and emotional health, Ketamine use and Vaping. The school nurse, educational social worker and child and family service all provide further information about individual pupils' needs.

## **Policy Review**

The coordinator for the RSE Policy is the Curriculum Leader for PSHE. Consultations on the policy take place in many different ways including meetings, interviews, questionnaires, pupil voice and evidence based research. Outcomes of these consultations are used to update the policy.

The policy is reviewed by members of the Senior Leadership Team, PSHE staff, the School Nurse, the School Chaplain and Governors. Parents have also received a copy of the Policy and have been invited to discuss any concerns with the PSHE Subject Leader.

## RSE Values Framework

The RSE programme at Woodchurch High School is based on the following values framework (adapted from the Wirral draft framework) and reflects our Christian ethos

1. We value the wellbeing of children and young people being placed at the centre of RSE.
2. We value young people gaining the knowledge and skills to develop personal relationships which impact positively on their health and wellbeing- emotionally, physically and spiritually.
3. We value children and young people being guided to develop mutually respectful attitudes towards themselves and others, and to understand that with rights come responsibilities.
4. We value the provision of accurate, evidence based, interactive and interesting RSE provision which highlights the positive and negative consequences of sexual activity at different stages of life and within different relationships, in line with legislation and local and national policies.
5. We value children and young people's rights to be well informed and aware of the stages of their physical and emotional development, at appropriate ages, to enable them to develop respectful, enjoyable relationships and avoid exploitation and abuse.
6. We value the importance of family life and stable, loving, respectful relationships-for many this will mean marriage.
7. We value the role of parents, carers and faith communities in explaining their faith and cultural perspectives to children and young people and to work in partnership to support them through their physical, emotional and spiritual development.
8. We value the right of children and young people to have opportunities to express their views appropriately in safe and supportive environments within schools and other settings.
9. We value young people having the opportunity to access services and organisations which give support, information and resources designed to prevent any negative consequences of personal relationships and sex.
10. We value children and young people's development of critical awareness, enabling them to challenge irresponsible messages from a range of media sources and promote positive messages about respectful relationships.

## RSE Aims

### **Attitudes and values**

- learning the importance of values, personal responsibility and moral considerations;
- learning the value of family life, marriage and stable and loving 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;
- Recognising and assessing potential risks
- Assertiveness
- Understanding consent
- Recognising and maximising a healthy lifestyle
- Managing conflict and conflict resolution
- Discussion and group work
- Seeking help and support when required
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse
- developing a critical awareness of messages from the media

### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding emotions and relationships, human sexuality and sexual health
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- learning strategies for avoiding unplanned pregnancy.
- Signposting pupils to the relevant agencies for further advice and guidance

## School Ethos

The safe and inclusive school ethos acts as a backdrop for the successful delivery of RSE. Positive pupil – pupil, pupil – staff and staff – staff relationships enable a positive learning environment and one where pupils know that their wellbeing is valued and supported.

Effective RSE contributes to this school ethos and to the development of respectful relationships. It also contributes to being a healthy school and effective Social Moral Spiritual and Cultural Education.

## Curriculum

The RSE programme is securely embedded in the PSHE curriculum and is part of every pupil's learning. The curriculum demonstrates progression and is supported by the School Nurse, the Brook and other outside agencies.

Key Stage 3 (Years 7-9) are taught SRE within the PSHE curriculum, currently delivered during one timetabled lesson each fortnight. Key stage 4 are taught SRE through a range of methods e.g. drop-down days, stand-alone sex education sessions delivered by a trained health professional and within a programme of whole year group assemblies. RSE is also delivered within topics on health and in conjunction with the Brook Response and other agencies as appropriate. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RS), Health and Social Care and also Child Development.

As well as provision for all pupils in a year group there are targeted approaches when necessary. Pupils are carefully selected for targeted workshops etc. by Pupil Progress Leaders, Assistant Pupil Progress Leaders and learning mentors.

Children with additional needs attend the timetabled PSHE lessons and when required, teaching assistants support. There is similar personalised learning for pupils with physical and medical impairment.

As well as timetabled PSHE lessons and work covered in some other subjects pupils are made aware through assemblies and training sessions of support services such as the Kooth online counselling website. Health Services in Schools is also an established part of school provision.

The PSHE Curriculum Leader ensures staff are provided with engaging lesson plans and resources throughout the school. They organise training for staff and monitor the quality of teaching and learning in the lessons. The curriculum is as follows:

**Year 7** – Personal Identity and diversity within society, confidence and resilience, emotional health and well-being, drugs education, risky behaviour, puberty, contraception, roles and responsibilities in society, appropriate and inappropriate behaviour, introduction to consent, sexting, CSE, online safety, identifying personal strengths, patterns of work and financial capability.

**Year 8** – Well-being and resilience, stigma around mental health, healthy lifestyles including the use of drugs and alcohol and the dangers of smoking and vaping, gambling, personal hygiene during puberty, mental health and emotional well-being, including body image; healthy self-esteem and healthy body image; consent, delay and risks of unprotected sex, gangs, SMART targets, career pathways, voluntary work, rights and responsibilities in the workplace, financial capability and debt awareness.

*NB. Throughout each topic taught in years 7 and 8 (and indeed all year groups), links are made with safer use of the internet for example how to be aware of possible sexual or criminal exploitation; knowing how to avoid conflict with peers online; laws and risks involved with the distribution of youth sexual images.*

**Year 9** – Impact of social media on body images, positive relationships, personal hygiene including oral health, substance misuse and the law, basic first aid, mental and emotional health during puberty, healthy, unhealthy relationships, gender roles, how to manage the breakdown of a relationship, prejudice based language, consequences of carrying weapons, skills and attributes for employment, setting aspirational goals, managing emotions in relation to future employment and financial exploitation.

**Year 10** – How to build self confidence and resilience, how do my actions affect others, where to go if I or a friend needs help, Healthy choices, substance misuse (focus on Ketamine) Sexual Health Services, Healthy relationships and protected characteristics, love, trust, delay, managing loss, divorce and bereavement, sexting and sextortion, law around consent, forced/arranged marriage and honour based violence, cybercrime and gang activity, how do my strength link to my future employability, how to challenge stereotypes about career pathways, local, national and international employability, rights and responsibilities in the workplace, budgeting and saving and how to manage misinformation online.

**Year 11** – How to manage life changes, how to manage stress and anxiety, monitoring personal well-being including cervical and testicular cancer, organ donation, sexual health including realistic expectations within a sexual relationship, how to recognise sexual abuse and exploitation, strategies to exit dangerous situations, preparation for college/apprenticeship and job interviews, personal conduct, financial capability.

## Teaching and Learning

### a) Useful strategies

Pupils need to feel safe and relaxed about discussing issues relating to relationships and sex and for this to happen teachers need to feel the same. They are encouraged to use a range of strategies to help young people think through and openly discuss their ideas, thoughts and feelings. These may include:

#### **Ground Rules**

These are created by the pupils and are used to ensure a safe learning environment in which pupils know their views will be respected and they will be listened to. They will feel able to ask questions and know that these will be taken seriously. They are also told about places/websites etc. where they can seek further support of information.



## **Distancing Techniques**

Examples of these are case studies and scenarios that allow pupils to express their opinions and talk through things which may have happened to them. By projecting their personal experiences into make-believe situations they are able to examine the range of possible outcomes in a secure and risk-free environment.

## **Responding to Questions**

Establishing clear boundaries of what is acceptable and unacceptable in a lesson minimises unexpected questions or comments from pupils but there will still be occasions when something unexpected occurs. If a pupil asks a personal question the teacher reminds the pupil that this is inappropriate.

If a question from a pupil demonstrates inappropriate levels of knowledge or raises concerns about any safeguarding issue it is important that the teacher talks with the pupil individually later on. If, after this discussion, the teacher still has concerns, the school's safeguarding procedures must be followed.

## **Discussion**

Small groups or pairs are useful for RSE discussions as pupils are often more likely to talk in this situation rather than the whole class. If there is a report back to the whole class the opinions presented can be de-personalised.

## **Reflection and Feedback**

Pupils need to be given time to reflect on their progress during RSE lessons and it is crucial that they receive feedback from the teacher so that they know how they are progressing and what they need to do to make further progress.

## **Single Gender Grouping**

This is usually used in small group sessions and in other workshops run by external providers such as The Brook.

### **b) Lesson Planning**

All RSE schemes of work provide a range of opportunities for pupils to learn, practice and improve skills, develop attitudes and knowledge, and are based on the PSHE National Curriculum.

Learning Programmes consist of individual lesson plans driven by KPLCs, which follow the Woodchurch High School lesson structure with objectives, keywords and activities, which it is the responsibility of each teacher to adapt to use with their particular class. Plans must ensure that the learning experiences meet the needs of all pupils in the group and that any teaching assistants are effectively deployed. Activities must be well suited to help pupils achieve the lesson objectives and outcomes, and they must be given

the chance to record their learning and reflect on their progress. Baseline assessments are used in order to gauge the children's progress and inform data drops.

### c) **Staff Development**

CPD is a regular feature for staff teaching RSE. There are termly PSHE meetings when staff are coached and good practice is shared regarding teaching and learning, resources and assessment. They are also made aware of external training, when available. The PSHE Curriculum Leader carries out individual coaching and support, scrutinises work produced in Key Stage 3 lessons, and gives feedback to help staff improve. Whole school CPD and that done within faculties or other departments also contribute to staff development.

## **Resources**

The PSHE leader is responsible for ordering and organising the department's resources. All resources support the values and aims of the RSE programme. They contribute to a broad, balanced PSHE curriculum, conform to the legal requirements of RSE and are appropriate to pupils' needs. Resources are selected that allow pupils to work at the appropriate level, hence literacy levels are carefully considered as is the age-appropriateness of content.

## **Curriculum Evaluation**

The PSHE leader is responsible for reviewing and evaluating the RSE programme. This is done using information from the PSHE Association and the Sex Education Forum. Staff are asked for feedback on the effectiveness of the schemes of work and pupils are consulted on their views using a number of different activities and resources. Parents are consulted through Curriculum Evenings and Governors' meetings.

## **Specific Issues**

### a. **Confidentiality**

It is not possible for any member of staff to offer unconditional confidentiality to any young person. All concerns about safety of pupils must be considered within safeguarding procedures and any concerns passed on to the school's Child Protection Coordinator.

### b. **Withdrawal**

Parents have the right to withdraw their children from the non-statutory components of RSE.

Parents can identify when RSE is being covered by referring to the PHSE Key Stage 3 overview document on the school website.

Requests for withdrawal should be addressed to the headteacher. Parents/carers have the right to withdraw their child from RSE following a meeting with the headteacher in order to clarify content and aims of lessons and also to discuss any concerns. The headteacher will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to pupils who are withdrawn from RSE.

**c. Contraceptive Advice**

Contraception is covered in Years 9 and above, both within the PSHE programme and during the personal health events. The School Nurse supports with this and pupils are signposted to other support services such as The Brook, GUM Clinic at Arrowe Park, and Health Services in Schools.

If a young person is about to become or has become sexually active, he / she will be given contraceptive advice in a 1:1 situation through, for example, Health Services in Schools. Pupils will be asked to reflect carefully on the nature of their relationship and whether they are ready for a full sexual relationship. Contraceptive advice will be given in complete confidence.

**d. Outside visitors**

Visitors make a significant positive contribution to learning in RSE. Their inputs are discussed in the planning stage and the learning objectives are clearly stated. They are informed where their input fits into the curriculum and about the school's confidentiality policy and safeguarding procedures. Staff and visitor responsibilities are clarified and staff are given adequate notice of the sessions. Pupils and staff evaluate the sessions and these are passed to the PSHE Subject Leader to inform future planning.

## **Review**

The RSE policy will be reviewed every two years and any changes that are necessary at that time will be presented to the Curriculum Committee and through that to Full Governors for ratification.