



**MANCHESTER  
SECONDARY PRU**

# **Relationships and Sex Education (RSE) policy**

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### 1. Aims

Our school is committed to relationships and sex education (RSE), which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity

- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as a school nurse and other health and advice services, including reliable information online
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

## 2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## 3. Definition

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

## 4. Curriculum

Our curriculum is set out as per Appendix 1 and will be reviewed each year by the PSHE Curriculum Leader. Pupil voice will also be used to adapt the curriculum where necessary and appropriate.

## 5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Staff delivering RSE lessons will receive training each academic year to ensure they are well-equipped to deliver the lessons and that their knowledge of RSE content is up to date.

During KS4, some of the RSE sessions are delivered by specialist RSE practitioners from The Northern Contraception, Sexual Health & HIV Service and supported by MSPRU Youth Work

Practitioners, who provide a universal offer to all pupils along with targeted intervention for individuals and small groups who are identified as requiring additional support.

## 6. Roles and responsibilities

### 6.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 6.3 Staff

Staff are responsible for:

- › Delivering RSE in a well-informed and sensitive manner
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Staff delivering RSE at MSPRU include HLTAs and Teachers.

### 6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 7. Parents' right to withdraw

Parents/carers cannot withdraw their child from the Relationships Education element of RSE, however, if they do not want their child to take part in some or all of the Sex Education lessons delivered at secondary, parents/carers can request that they are withdrawn. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher and PSHE Curriculum Leader will discuss the request with parents and take appropriate supportive action. Withdrawal requests may be granted up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Where appropriate, other agencies working with the family will be informed.

Alternative work will be given to pupils who are withdrawn from sex education.

## **8. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Curriculum Leader through our triangulation of the quality of education including: learning walks, book reviews and lesson observations etc.

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

An outline of the topics/themes pupils will be engaging with in RSE is shared with parents/carers in writing every academic year and parents are encouraged to contact the PSHE Curriculum Leader or Headteacher should they wish to discuss the content of lessons. Parents/carers will also be invited to an RSE information session each academic year with the PSHE Curriculum Leader where they can learn more about the curriculum.

This policy will be reviewed by the Headteacher every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. At every review, the policy will be approved by the governing body of MSPRU.

Appendix 1: Curriculum overview

	Half Term 1 Mental and Emotional Health	Half Term 2 Healthy Lifestyles	Half Term 3 Relationships and Sex	Half Term 4 Keeping Safe	Half Term 5 Living in the wider world: Economic wellbeing and Careers	Half Term 6 Living in the Wider World: Rights and Responsibilities, British Values and SMSC
Year 7/8 a	<b>Transition and wellbeing:</b> Coping with change; understanding Emotions; Self-Esteem and resilience.	<b>Healthy body:</b> Personal Hygiene and puberty incl. periods; Dental Health, Exercise and fitness; Healthy Eating; cigarettes and vaping.	<b>Building relationships:</b> Healthy relationships incl. romance, friendships and family; bullying; relationship boundaries and unwanted contact; Child marriage.	<b>Keeping safe online:</b> Influence of the media; fake news, misinformation and disinformation; online friendships and bullying; online grooming incl. through gaming	<b>Developing skills and aspiration:</b> Intro to careers and jobs; raising aspirations; different types and patterns of work; managing money. <i>Xello lessons</i>	<b>British Values – Individual Liberty and Respect and Tolerance:</b> Rights and responsibilities; human rights and the rights of the child; Diversity, prejudice, and bullying
Year 7/8 b	<b>Managing emotions:</b> Positive and negative feelings; Bereavement; What Affects My Emotions?	<b>First aid:</b> Responding to emergencies; basic life support; choking; asthma; bleeding; head injuries; CPR	<b>Identity and relationships:</b> Gender identity and sexual orientation; consent, ‘sexting’; introduction to contraception; warning signs of unhealthy relationships and CSE.	<b>Becoming more independent:</b> Managing influence; risk assessment; joint enterprise; Peer influence incl. drug and alcohol use; Gambling and its effects.	<b>Community and careers:</b> Equality of opportunity in careers and life choices; teamwork and enterprising skills; Being a critical consumer. <i>Xello lessons</i>	<b>British Values – The Rule of Law and Respect and Tolerance:</b> The criminal justice system; discrimination in all its forms, incl. racism, religious discrimination
Year 9	<b>Influences on mental and emotional health:</b> Media and online influence; body image; peer pressure and experiences.	<b>Healthy lifestyle:</b> lifestyle balance and healthy choices incl. pressure related to drug use; importance of sleep; access to healthcare incl. immunisations.	<b>Respectful and intimate relationships:</b> Relationship values; Revisit consent; Starting/Delaying Sexual Activity, STIs, contraception and pregnancy; FGM.	<b>Keeping safe:</b> Risk taking behaviour on and offline; online influencers and scammers; Financial exploitation online and irl; Assertiveness; CCE; knife crime.	<b>Employability skills and setting goals:</b> Career options; setting goals for KS4; employability and online presence; managing financial risks. <i>Xello Lessons</i>	<b>British Values – Democracy and Respect and Tolerance:</b> Democracy and how other countries are governed; voting; the political system in the UK; Discrimination in all its forms, incl. disability discrimination, misogyny.
Year 10	<b>Understanding mental health:</b> stigma; safeguarding health; coping strategies; anxiety, depression and specific mental health needs.	<b>Making healthy lifestyle choices:</b> Managing your own health incl. cancer prevention awareness; managing influences regarding health incl. substance misuse.	<b>Healthy relationships:</b> Relationships and sex Expectations; Consent and the law; pleasure and challenges, incl. the impact of the media and pornography.	<b>Exploring influence:</b> The influence and impact of peer relationships; role models and the media incl. social media; Peer abuse incl. discriminatory behaviour.	<b>Financial decision making:</b> Saving; borrowing; budgeting; personal finance, public spending and economic citizenship.	<b>British Values – Individual Liberty and Respect and Tolerance:</b> Revisit discrimination in all it’s forms incl. LGBTQ discrimination and ageism; Being positive allies; free speech and hate speech.
Year 11	<b>Building for the future:</b> Self-efficacy; stress management and future opportunities.; Recap coping strategies	<b>Becoming independent:</b> Balancing work, leisure, and exercise independently; importance of good sleeping habits; substance misuse recap and case studies; revisit CPR.	<b>Communication in relationships:</b> Personal values; assertive communication (incl. in relation to contraception and sexual health); relationship challenges and abuse incl. coercive control.	<b>Addressing extremism and radicalisation:</b> Communities, belonging and challenging extremism; Discrimination in the media and its impact; Risk assessment, safety planning	<b>Financial decision making:</b> The impact of financial decisions and financial planning; income and deductions; debt; gambling; the impact of advertising on financial choices	Exams

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Centre	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Roni Mirro will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the learning centre.