



**University Technical College Warrington (UTCW)**

## **Relationships and Sex Education Policy**

<b>Document Detail</b>	
<b>Reference Number</b>	UTCW043
<b>Category</b>	Statutory
<b>Authorised by</b>	Trust Board
<b>Author</b>	Associate Assistant Principal – PD
<b>Version</b>	2
<b>Status</b>	Approved
<b>Issue Date</b>	June 2017
<b>Reviewed/Updated</b>	June 2023
<b>Next Review Date</b>	June2024

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## 1. AIMS

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils about the schools key ethos of Excellence and Kindness

## 2. STATUTORY REQUIREMENTS

This sex and relationship policy has been prepared with due regard to the following statutory provision and guidance;-

- Education Act 1996
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Equality Act 2010
- Department for Education's statutory guidance [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

At UTC Warrington we teach RSE as set out in this policy.

## 3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. DEFINITION**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### **5. CURRICULUM**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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.

#### **6. 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, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

#### **7. ROLES AND RESPONSIBILITIES**

##### **7.1 The governing board**

UTCW has a responsibility to guide and support young people through their physical, emotional and moral development. A well planned and effective relationships education, RSE and health education programme will help young people learn and respect themselves and others and move with confidence from childhood through adolescence and into adulthood.

The governing board is required to have a written statement of this policy available to parents.

The governing board will hold the Principal to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Principal.

## **7.2 The Principal**

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

## **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- 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/non-science 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 Principal. The Personal Academic Tutors are the primary members of staff who will deliver the RSE curriculum. All other members of teaching staff may be required to deliver aspects of the curriculum when required.

## **7.4 Pupils**

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

The pupils attending UTCW come from a range of backgrounds, beliefs and values and have differing needs. The stage of development and the experiences of any group of young people of the same age will be diverse and varied. Pupils are expected to demonstrate due respect for each other's differences.

## **8. PARENTS RIGHT TO WITHDRAW**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE 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.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

## **9. TRAINING**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Associate Assistant Principal for Personal Development through:

Regular Learning Walks, Students Voice and Staff Voice.

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

This policy will be reviewed by the Associate Assistant Principal for Personal Development annually. At every review, the policy will be approved by governing body.

### APPENDIX 1: By the end of Secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Self – Concept	<ul style="list-style-type: none"><li>• To accurately assess their areas of strength and development, and where appropriate, act upon feedback</li><li>• How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</li><li>• How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</li></ul>

TOPIC	PUPILS SHOULD KNOW
Mental Health and Emotional Wellbeing	<ul style="list-style-type: none"> <li>• The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</li> <li>• About change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</li> <li>• A broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</li> <li>• To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available.</li> <li>• The importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</li> <li>• How to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</li> </ul>
Health-related decisions	<ul style="list-style-type: none"> <li>• To make informed lifestyle choices regarding sleep, diet and exercise</li> <li>• The benefits of having a balanced approach to spending time online</li> <li>• To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</li> <li>• About the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</li> <li>• The purpose of blood, organ and stem cell donation for individuals and society</li> <li>• How to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</li> <li>• To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds The ways in which industries and advertising can influence health and harmful behaviours</li> </ul>
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</li> <li>• Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</li> <li>• To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Managing risk and personal safety	<ul style="list-style-type: none"> <li>• Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</li> <li>• Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</li> <li>• To increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</li> <li>• To understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others</li> </ul>
Sexual health and fertility	<ul style="list-style-type: none"> <li>• The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</li> <li>• About specific STIs, their treatment and how to reduce the risk of transmission</li> <li>• How to respond if someone has, or may have, an STI (including ways to access sexual health services)</li> <li>• To overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services About healthy pregnancy and how lifestyle choices affect a developing foetus</li> <li>• That fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</li> <li>• About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</li> </ul>
Positive relationships	<ul style="list-style-type: none"> <li>• The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality.</li> <li>• The role of pleasure in intimate relationships, including orgasms</li> <li>• To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</li> <li>• The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</li> <li>• The legal rights, responsibilities and protections provided by the Equality Act 2010</li> <li>• About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li>• Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</li> <li>• To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Relationship values	<ul style="list-style-type: none"> <li>• To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</li> <li>• To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</li> </ul>
Forming and maintaining respectful relationships	<ul style="list-style-type: none"> <li>• Strategies to manage the strong emotions associated with the different stages of relationships</li> <li>• To safely and responsibly manage changes in personal relationships including the ending of relationships</li> <li>• Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</li> <li>• The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</li> <li>• The legal and ethical responsibilities people have in relation to online aspects of relationships</li> <li>• To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</li> <li>• Ways to access information and support for relationships including those experiencing difficulties</li> </ul>
Consent	<ul style="list-style-type: none"> <li>• About the concept of consent in maturing relationships</li> <li>• About the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</li> <li>• To recognise the impact of drugs and alcohol on choices and sexual behaviour</li> <li>• The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</li> <li>• To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</li> </ul>
Contraception and parenthood	<ul style="list-style-type: none"> <li>• How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</li> <li>• The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</li> <li>• The importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</li> <li>• The reasons why people choose to adopt/foster children</li> <li>• About the current legal position on abortion and the range of beliefs and opinions about it</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Bullying, abuse and discrimination	<ul style="list-style-type: none"> <li>• To recognise when others are using manipulation, persuasion or coercion and how to respond</li> <li>• The law relating to abuse in relationships, including coercive control and online harassment</li> <li>• To recognise when a relationship is abusive and strategies to manage this</li> <li>• The skills and strategies to respond to exploitation, bullying, harassment and control in relationships</li> <li>• About the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</li> <li>• The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</li> <li>• Strategies to challenge all forms of prejudice and discrimination</li> </ul>
Social influences	<ul style="list-style-type: none"> <li>• To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</li> <li>• Skills to support younger peers when in positions of influence</li> <li>• To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</li> <li>• Factors which contribute to young people becoming involved in serious organised crime, including cybercrime</li> </ul>
Learning skills	<ul style="list-style-type: none"> <li>• To evaluate and further develop their study and employability skills</li> <li>• To evaluate their own personal strengths and areas for development and use this to inform goal setting</li> <li>• How their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</li> </ul>
Choices and pathways	<ul style="list-style-type: none"> <li>• About the range of opportunities available to them for career progression, including in education, training and employment</li> <li>• About the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</li> <li>• About the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Work and career	<ul style="list-style-type: none"> <li>• About the labour market, local, national and international employment opportunities</li> <li>• About employment sectors and types, and changing patterns of employment</li> <li>• To research, secure and take full advantage of any opportunities for work experience that are available</li> <li>• To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</li> <li>• The benefits and challenges of cultivating career opportunities online</li> <li>• Strategies to manage their online presence and its impact on career opportunities</li> </ul>
Employment rights and responsibilities	<ul style="list-style-type: none"> <li>• The skills and attributes to manage rights and responsibilities at work including health and safety procedures</li> <li>• About confidentiality in the workplace, when it should be kept and when it might need to be broken</li> <li>• About the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</li> </ul>
Financial choices	<ul style="list-style-type: none"> <li>• How to effectively budget, including the benefits of saving</li> <li>• How to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</li> <li>• To recognise and manage the range of influences on their financial decisions</li> <li>• To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</li> <li>• The skills to challenge or seek support for financial exploitation in different contexts including online</li> <li>• To evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Media literacy and digital resilience	<ul style="list-style-type: none"> <li>• That there are positive and safe ways to create and share content online and the opportunities this offers</li> <li>• Strategies for protecting and enhancing their personal and professional reputation online</li> <li>• That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</li> <li>• How personal data is generated, collected and shared, including by individuals, and the consequences of this</li> <li>• How data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</li> <li>• Strategies to critically assess bias, reliability and accuracy in digital content</li> <li>• To assess the causes and personal consequences of extremism and intolerance in all their forms</li> <li>• To recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</li> </ul>

**APPENDIX 2: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	