

# Primary and Secondary Phase Relationships and Sex Education Policy



**William Hulme's Grammar School**  
The best in everyone™  
Part of United Learning

## Policy Statement

The school is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person in its care. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Everyone faces difficult situations in their lives. The purpose of this policy is to give children and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others, to develop resilience, to know how and when to ask for help and to move with confidence through childhood into adolescence and adulthood.

William Hulme's Grammar School (WHGS) is committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the WHGS Equal Opportunities Policy. This policy is applicable to all members of the WHGS community and is available to all interested parties on the school website. This document is reviewed annually or as events or legislation requires.

This policy should be read in conjunction with the WHGS Safeguarding and Child Protection Policy and Anti-Bullying Policy. These policies include how the school challenges the use of homophobic and other sexually discriminating language or behaviour.

## Definition

At WHGS, we believe that Relationships and Sex Education is defined as providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

## Key Requirements

- Students at WHGS follow the Manchester Healthy Schools Relationships and Sex Education programme through KS1, KS2, KS3 and KS4 so that progression, relevance and differentiation appropriate to the age and development of all students is ensured. The Primary Scheme is called 'Growing and Changing Together', and the Secondary Scheme is called 'Growing Up and Moving On'.
- The programme is integrated into the delivery of Personal, Social and Health Education (PSHE) and other relevant areas of the curriculum, such as Science.
- Online safety is covered through the Computing curriculum but is referenced in PSHE lessons also.
- Parents have been consulted when developing and writing this policy.
- The school will show how Relationships and Sex Education is monitored.
- Pupils are taught Relationships and Health Education by their class teacher or form tutor as part of a timetabled PSHE programme, where core knowledge is broken down into manageable, well sequenced units and communicated clearly to pupils.
- Pupils are taught Sex Education by their class teacher or form tutor through the Manchester Healthy Schools Relationships and Sex programme. This is taught in Year 6, KS3 (Years 7, 8 and 9) and KS4 (Years 10 and 11) so that progression, relevance and differentiation appropriate to the age and development of all students is ensured. The Primary Scheme is delivered in Year 6 and is delivered

in the Summer Term each year. Parents are informed of the content of these sessions before delivery, as they have a right to withdraw from Sex Education for primary aged pupils and school will provide information to enable parents/carers to make informed decisions.

- In the Primary Phase, a lead teacher (Miss H Khan) will ensure coverage across the Phase and arrange appropriate training for staff delivering the strands in this area.
- In the Secondary Phase, the PSHE Lead (Mr A Mundell) will plan delivery across Key Stages and arrange appropriate training for staff delivering the strands in this area.
- Overviews of Sex Education from the Manchester Healthy Schools Relationships and Sex programme can be found in Appendix 3.
- Staff are responsible for adhering to the policy on confidentiality, as set out in the WHGS Safeguarding and Child Protection Policy and in Appendix 1 of this document.

## Aims and Objectives

The desired outcomes of this policy are to ensure that WHGS:

- Recognises that aspects of the Relationships and Sex Education Policy are sensitive and call for careful judgement. The policy is complementary to, and supportive of, the role of parents in educating their children about such matters.
- Develops understanding and attitudes that are rooted in values, which prepare students to view relationships in a responsible manner based on mutual respect and develop an acceptance of difference and diversity.
- Affirms the value of loving and caring relationships and encourages the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage.
- Sets out clearly issues relating to their personal safety more broadly, including how to communicate about concerns and seek advice without embarrassment.
- Makes students aware of their rights and responsibilities in close personal relationships, including helping students to understand what is inappropriate behaviour, both to reduce its incidence and to build confidence to deal with it if it occurs, seeking to reduce violence, particularly against women and girls.
- Instils a respect for the cultural and religious influences on individual sexuality.
- Teaches the legal and moral principles of consent.
- Develops a graduated, age-appropriate programme that is accessible for all, including SEND.
- Ensures that children are prepared for the changes of puberty.
- Fosters self-esteem and self-awareness, and encourages consideration of values, moral issues, sexuality and personal relationships, through the development of communication and decision-making skills.
- Ensures there is no stigmatisation of students based on their home circumstances, sexual orientation or gender identity.
- Helps students to have a clear understanding of the arguments for delaying sexual activity and resisting peer pressure, as well as a knowledge of how the law applies to sexual relationships.
- Acts in loco parentis so that the personal beliefs and attitudes of teachers do not unduly influence the teaching of relationships and sex education; and ensures that teaching materials are appropriate to the age and cultural background of the students concerned.

## Roles and Responsibilities

- The LGB is responsible for approving a written statement of this policy, drawn up with guidance from the Principal, available to parents.
- The Principal is responsible for ensuring that Relationships and Sex Education meets the aims and objectives of this policy by undertaking systematic monitoring and reporting the findings to the LGB on a regular basis.
- Staff are responsible for adhering to the policy on confidentiality as set out in Appendix 1 and the WHGS Safeguarding and Child Protection Policy.

- Staff have a responsibility to take care in counselling and giving advice to individual students and must not trespass on the proper exercise of parental rights and responsibilities.
- Staff have a responsibility to attend inset training sessions to highlight the need to avoid and discourage use of sexist or LGBT-phobic language.
- The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of relationships and sex. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the sex education programme. In such cases, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.
- External specialists may be brought in to enhance teaching and support the Relationships and Sex Education programme and will be required to conform to the school's RSE policy and the WHGS Safeguarding and Child Protection Policy.

## Primary Phase Curriculum

Relationships Education starts in our Early Years Foundation Stage, where children learn to work and play cooperatively and form positive attachments to adults and children. They are encouraged to talk about the lives of the people around them and their roles in society. They also learn about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The Primary Phase consult with parents about the curriculum each academic year via a Microsoft Form.

### 1. Relationships Education in the Primary Phase (statutory)

Strand	Phase	Pupils will know:
<b>Families and people who care for me</b>	Year 1-4	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>• all the above</li> <li>• that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong (delivered through the RE curriculum).</li> </ul>
<b>Caring friendships</b>	Year 1/2	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>
	Year 3/4	<ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>

Strand	Phase	Pupils will know:
		<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>
<b>Respectful relationships</b>	Year 1/2	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>
	Year 3/4	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</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 those in positions of authority.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b> (all delivered through the Computing curriculum)	Year 1-4	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>

Strand	Phase	Pupils will know:
		<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	Year 1/2	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• that each person's body belongs to them.</li> </ul>
	Year 3/4	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• that each person's body belongs to them.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice, e.g. family, school and/or other sources.</li> </ul>

## 2. Physical Health and Mental Wellbeing in the Primary Phase (statutory)

Strand	Phase	Pupils will know:
<b>Mental Wellbeing</b>	Year 1/2	<ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>
	Year 3/4	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are</li> </ul>

Strand	Phase	Pupils will know:
		worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	Year 5/6	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet Safety and Harms</b>	Year 1/2	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> </ul>
	Year 3/4	<ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical Health and Fitness</b>	Year 1-4	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	Year 1/2	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>
	Year 3/4	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>

Strand	Phase	Pupils will know:
	Year 5/6	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	Year 1/2	<ul style="list-style-type: none"> <li>the facts about legal drugs (medicines).</li> </ul>
	Year 3/4	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	Year 1/2	<ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
	Year 3/4	<ul style="list-style-type: none"> <li>how to identify typical hazards at home and in school.</li> <li>how to predict, assess and manage risk in everyday situations.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
	Year 5/6	<ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (Year 6 only).</li> </ul>
<b>Basic First Aid</b>	Year 1/2	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>
	Year 3-6	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic First Aid, for example dealing with common injuries, including head injuries (Red Cross visit in Year 6).</li> </ul>
<b>Changing adolescent body</b>	Year 1-5	<ul style="list-style-type: none"> <li>not covered</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (School Health Advisor visit in Year 6).</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle. This is all covered through Science lessons.</li> </ul>

### 3. Sex Education in the Primary Phase (non-statutory) Manchester Healthy Schools

The lessons follow the Growing and Changing Together curriculum and are delivered by teachers with the support of School Health Advisors. The lessons are delivered in discrete PSHE lessons and adhere to the scheme of work provided through Manchester Healthy Schools.

Year 6	Theme	Title	Reference
<b>Lesson 1</b>	Growing Up	How will I start to change?	Lesson 3 (Y4) Growing and Changing

<b>Lesson 2</b>	Body Changes	How will I change?	Lesson 4 (Y4) Growing and Changing
<b>Lesson 3</b>	Puberty changes – boys and girls	Puberty changes – boys and girls	Lesson 3 (Y5) Growing and Changing
<b>Lesson 4</b>	Body changes	Recognising Puberty changes	Lesson 4 (Y5) Growing and Changing
<b>Lesson 5</b>	Growing up	Girl talk/ boy talk	Lesson 3 (Y6) Growing and Changing
<b>Lesson 6</b>	Body changes	My up and down day	Lesson 4 (Y6) Growing and Changing

#### 4. National Curriculum Science in the Primary Phase (statutory)

Parents do not have the right to withdraw their child from National Curriculum subjects or statutory content. As part of the statutory Science curriculum, the biological aspects of human growth and reproduction must be taught to all children and parents do not have the right to withdraw their children from any reproduction and life stages education (see Appendix 2). Relationships Education is also a statutory requirement.

### Secondary Phase Curriculum

#### 1. Relationships and Sex Education (statutory)

Strand	Phase	Pupils will know:
<b>Families</b>	Year 7-9	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</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>
	Year 10	<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>
	Year 11	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> <li>what marriage is, including its 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>the characteristics and legal status of other types of long-term relationships.</li> </ul>
<b>Respectful relationships, including friendships</b>	Years 7 -11	<ul style="list-style-type: none"> <li>how stereotypes, in particular, those 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> </ul>



Strand	Phase	Pupils will know:
		<ul style="list-style-type: none"> <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>• 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>
	Year 7	<ul style="list-style-type: none"> <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>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	Years 7/11	<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> </ul>
	Year 10/11	<ul style="list-style-type: none"> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>
<b>Online and media</b>	Year 7/10	<ul style="list-style-type: none"> <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>• what to do and where to get support to report material or manage issues online.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
	Year 8	<ul style="list-style-type: none"> <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>• 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> </ul>
	Year 8/10	<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> </ul>

Strand	Phase	Pupils will know:
<b>Being safe</b>	Years 7 -11	<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>
<b>Intimate and sexual relationships, including sexual health</b>	Years 7/9	<ul style="list-style-type: none"> <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> </ul>
	Years 9	<ul style="list-style-type: none"> <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>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> </ul>
	Years 9/10	<ul style="list-style-type: none"> <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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
	Years 7-11	<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> </ul>
	Year 10	<ul style="list-style-type: none"> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause.</li> <li>the facts around pregnancy including miscarriage.</li> </ul>
	Year 11	<ul style="list-style-type: none"> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>

## 2. Health and Wellbeing (statutory)

Strand	Phase	Pupils will know:
<b>Mental Wellbeing</b>	Years 7 - 10	<ul style="list-style-type: none"> <li>how to recognise the early signs of mental wellbeing concerns.</li> </ul>
	Years 7 - 11	<ul style="list-style-type: none"> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>

Strand	Phase	Pupils will know:
		<ul style="list-style-type: none"> <li>that happiness is linked to being connected to others.</li> </ul>
	Year 7/9	<ul style="list-style-type: none"> <li>common types of mental ill health (e.g. anxiety and depression).</li> </ul>
	Year 9	<ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>
<b>Internet Safety and Harms</b>	Year 7	<ul style="list-style-type: none"> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
	Year 9-11	<ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).</li> </ul>
<b>Physical Health and Fitness</b>	Year 7/9	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> </ul>
<b>Healthy Eating</b>	Year 7	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	Year 8	<ul style="list-style-type: none"> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
	Year 9	<ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> </ul>
	Year 9/10	<ul style="list-style-type: none"> <li>the law relating to the supply and possession of illegal substances.</li> </ul>
	Year 11	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic First Aid</b>	Year 8/9	<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	Year 7	<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

### 3. Non-statutory elements of Sex Education

Within the Relationships and Sex Education curriculum we cover a range of topics aimed to prepare students with information on safe and healthy intimate adult relationships. These topics are taught by staff trained in these areas to ensure that the information delivered is done in a sensitive, non-biased and age appropriate way.

Year	Lesson	Title
9	1	Contraception

#### 4. Right to Request Child is Withdrawn

Parents do not have the right to withdraw their child from National Curriculum subjects or statutory content. As part of the statutory Science curriculum, the biological aspects of human growth and reproduction must be taught to all children and parents do not have the right to withdraw their children from any reproduction and life stages education. Relationships Education is also a statutory requirement.

Parents do have the right to withdraw their children from all or part of any Sex Education provided outside of the Science curriculum. If your child is in Year 6 of the Primary Phase, then please arrange a meeting with Miss Dalton, Hed of School (Primary Phase) if you wish to discuss this. If your child is in the Secondary Phase, then please arrange a meeting with the PSHE Lead, Mr Mundell.

### Assessment, Monitoring and Reporting

Teachers will critically reflect on their work in delivering RSE through discussion in phase and departmental meetings and as part of the annual curriculum review of PSHE. Students will have opportunities to review and reflect on their learning during lessons.

### Policy Information and Review

<b>Designated Lead Person/s</b>	Mr A Mundell (Assistant Principal) and Miss H Khan (Primary Phase Lead Teacher)
<b>Reviewed</b>	Annually
<b>Date of last review and by whom</b>	October 2023 – Mr Mundell and Miss Khan
<b>Nominated Governor</b>	Mr K Platts
<b>Ratification by Local Governing Body</b>	
<b>Next Review Date</b>	October 2024



### Confidentiality Policy

1. Staff at WHGS adhere to the policy on confidentiality between themselves and students as set out within this section.
2. However, staff cannot and should not offer or guarantee absolute confidentiality. If confidentiality has to be broken the student should, if at all possible, be informed first and then supported as appropriate.
3. It is only in the most exceptional circumstances that WHGS will find itself in the position of having to manage information without parental knowledge. Where younger children (normally under the age of 16) are involved there will be grounds for serious concern and child protection issues will need to be addressed.
4. Students are encouraged to talk to their parents and are given support to do so. If there is evidence of abuse, the child protection procedure is adhered to, ensuring that students are informed of sources of confidential help, for example, the School Health Advisor, counsellor, GP or local young person's advice service.

## Implementation and Procedures

Relationships and Sex Education is the responsibility of different specialists as well as teachers. The core team will include the teachers of the PSHE curriculum and, for example:

- The School Health Advisor.
  - The Manchester Healthy Schools Team.
  - Sexual Health Advisors from agencies such as Brook and Fresh.
1. Visiting speakers may be used to help enhance Relationships and Sex Education programmes. Where they are used, they are required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students but, in a classroom situation, they are expected to follow the Confidentiality Policy set out within this policy.
  2. Teachers may not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Teachers encourage students to seek advice from parents and/or general practitioners or appropriate health professionals attached to the academy.
  3. The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the Sex Education programme.
  4. In such cases, particularly since they may involve students whose parents have withdrawn them from Sex Education as such, teachers will balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.
  5. The LGB expects teachers to draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.
  6. Avoiding sensitive or controversial issues does not make them go away and can leave children and young people confused and at risk. WHGS is in favour of the discussion of topics such as contraception, abortion, sexuality, HIV/AIDS and other sexually transmitted diseases.

## Morals and Morality

Morals and morality are essential dimensions of relationships and sexuality. The Relationships and Sex programmes at WHGS respects individual differences - inspired by cultural, religious, ethnic and family backgrounds - and endeavours to promote those values of respect and dignity for human life which are common to all faiths and societies. In so doing, we aim to give particular emphasis to the ethos of the school.

Specific areas which are treated with sensitivity include:

### 1. Relationships

Relationships have an important part to play in Relationships and Sex Education. Friendship, making relationships and the valuing of friendship are topics in the early part of the programme. Choosing a partner, assessing personal qualities, considerations before marriage and relationships within the family are considered, together with roles, avoidance of stereotyping and acknowledging different attitudes and influences. Commitment, trust and love within relationships and honesty with self and others are also included.

WHGS recognises that there is a wide variety of stable and loving relationships including same sex relationships and these will be discussed with pupils where appropriate. Teachers will deal sensitively about issues of sexual orientation. The Relationships and Sex Education programme will include an understanding of all different types of relationships and sexual orientation.

WHGS students take part in theatre workshops as part of the PSHE programme with outside providers to gain understanding of issues about same sex relationships, to make students aware of homophobic bullying issues, challenging prejudice, celebrating diversity and promoting inclusion of all sexual orientations. The school seeks advice and help from various organisations when planning this aspect of the PSHE programme. The school also takes this opportunity to raise awareness of issues surrounding gender re-assignment.

Staff receive inset training sessions to highlight the need to avoid and discourage use of homophobic language.

### 2. Contraception

Given the specific prohibition at 2.2 in Appendix 2, the different types of contraceptive methods are dealt with generally, together with information about agencies which offer help and advice.

### 3. Abortion

It is accepted that abortion is an emotive issue and that any teaching must present a balanced view that respects a range of religious beliefs and takes into account the law relating to abortion. Teaching this topic provides an opportunity to establish fact, clarify thinking and explore values and beliefs.

### 4. HIV/AIDS/Sexually Transmitted Diseases

Students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for young children, for example, picking up discarded needles or any skin piercing; for older students sharing needles and specific sexual behaviour). In addition, they must understand the range of sexually transmitted diseases and those that are most prevalent amongst young people.

### 5. Sexuality and Physical Development

Self-awareness and change are important dimensions in Relationships and Sex Education, as are acceptance of the sexuality and choices of others and understanding the pressures from peers and the media.