



RELATIONSHIPS AND SEX EDUCATION POLICY

I. Introduction and Aims

Manchester High School for Girls aims to provide a safe, friendly and supportive environment in which each pupil knows that they are valued equally as an individual and where the pastoral, social and academic needs are met in an atmosphere of mutual respect, toleration and support.

This Relationships and Sex Education Policy is underpinned by the school values of respect for others, honesty and the development of caring relationships. It will uphold the standards of inclusivity, meet the needs of all our pupils and will be set within a broader base of the growth of self-esteem and responsibility for the consequences of one's behaviour.

The aim of relationships and sex education at Manchester High School for Girls, is to give our pupils the information they need to help develop healthy, nurturing relationships of all kinds, not just intimate relationships. We know that effective relationships and sex education does not encourage early sexual experimentation, but rather it teaches young people to understand human sexuality and to respect themselves and others. The relationships and sex education programme of study provided by Manchester High School for Girls, is also intended to complement and support the role of parents in educating their children about relationships and sex education.

In a modern world which facilitates the search for knowledge effortlessly, we believe it is important for young minds to be adequately prepared and equipped with the skills to safely navigate the internet. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

The intended outcome of our programme of study is that pupils will:

- Know and understand the positive effects of healthy and respectful relationships.
- Understand that they have a right to healthy and respectful relationships.
- Understand that they have a responsibility to make informed decisions about healthy and respectful relationships.
- Develop the skills needed to identify when a relationship is not healthy and/or respectful.
- Develop the attributes needed to manage their relationships effectively.

2. Legislation and Guidance

Regulatory framework: This policy has been prepared to meet the School's responsibilities under:

- Children Act 1989
- Children and Social Work Act 2017
- Education (Independent School Standards) Regulations 2014
- Education Act (1996)
- Education and Skills Act 2008
- Government consultation response (February 2019)
- Keeping Children Safe in Education (September 2023)
- Learning and Skills Act (2000)
- Mental Health and Behaviour in schools (November 2014)
- Relationships Education, Relationships and Sex Education, and Health Education in England
- SEND code of practice: 0 to 25 years (September 2014)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016)
- Sexual violence and sexual harassment between children in schools (May 2018)
- Statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019)
- The Equality Act 2010
- The Independent Schools Standards (April 2019)

3. Definitions and terms used in this policy

The revised Department for Education statutory guidance states that from September 2021 all schools must deliver relationships education (in Primary Schools) and must deliver relationship and sex education (in Secondary Schools).

Relationships Education is the term used in reference to the **Preparatory School** curriculum, with a focus on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. There is no right to withdraw from Relationships Education as it is compulsory in all primary schools.

Health Education: is the term used in reference to the aspect of the curriculum in the **Preparatory School**, which covers mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body. There is no right to withdraw from Health Education as it is compulsory in all primary schools.

Relationship and Sex Education (RSE) is the term used in reference to the **Secondary School** curriculum. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure onto others). It will teach what acceptable and unacceptable behaviour in a relationship is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Parents have the right to request that their child be withdrawn from some or all of the statutory RSE. (See Parent: Right to withdraw, page 5)

4. Consultation:

Manchester High School for Girls is committed to working with parents to ensure that they are fully aware of the programme of study with regards to Relationship and Sex Education. As part of our whole school approach to Relationship and Sex Education, some Parent Forum meetings will be used as an opportunity for parents to be consulted on the programme of study and view materials and resources used in the teaching of Relationship and Sex Education.

School will notify all parents when Relationship and Sex Education will be taught on the curriculum for each year group, at the start of every academic year.

Pupil voice will be used to review and tailor the Relationship and Sex Education programme.

5. Curriculum Content

Relationships and Sex Education at Manchester High School for Girls will be underpinned by a wider cultivation of resilience and growth of the character of the individual. Pupils will be encouraged to develop their personal traits of honesty, integrity, courage, humility, kindness, generosity, trustworthiness, self-respect and a sense of justice.

Pupils will be taught about family relationships, friendships and other kinds of relationships as well as intimate relationships, as part of becoming a successful and happy adult. Pupils will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. The programme of study will cover age appropriate lessons on; grooming, sexual exploitation and coercive controlling behaviour.

Internet safety will be addressed regularly across the programme of study. Pupils will be taught the rules and principles for keeping safe on line. This will include how to recognise risks, harmful content and contact and how to report issues and to whom. Pupils will be taught how data is collected and shared.

Pupils will be taught the facts and the law with regards to sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. They will be taught the facts about reproductive health, including fertility and the menopause. They will be taught strategies for identifying and managing sexual pressure, including peer pressure, resisting pressure and that they have the choice to delay sex and consent. They will be taught facts about the full range of contraceptive choices. All pupils should feel that the content of this programme of study is relevant to them.

6. Governors Roles and responsibilities:

The Board of Governors have overall responsibility for all matters which are the subject of the Relationship and Sex Education policy including the approval of this policy.

The Board of Governors are required to ensure that all those in school with leadership and management responsibilities, actively promote the healthy wellbeing of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.

The Board of Governors will ensure that this policy is kept up to date, in line with the law and best practice.

7. School Roles and responsibilities:

Policy: Manchester High School for Girls has a legal responsibility to generate an up-to-date Sex and Relationship Policy which is available to parents. This policy will describe how Sex and Relationship Education will be delivered throughout the curriculum, who will deliver the curriculum and information about the 'right to withdraw'. The school will also communicate to parents when Relationships and Sex Education will be delivered in each year group.

Review: The Sex and Relationship Policy will be reviewed at least every eighteen months by the Deputy Head Pastoral to ensure that it continues to meet the needs of the pupils, staff and parents and that it is in line with the current Department for Education advice and guidance.

Any review of the programme will include an opportunity for the views of parents to be considered.

Resources: Manchester High School for Girls will ensure that all materials used in school for the teaching of sex education will be in accordance with the law. Inappropriate images will not be used, nor any explicit material not directly related to an explanation. All materials will be evaluated to ensure that they are age appropriate, including material from outside providers.

Pupils with special educational needs and disabilities (SEND): Relationship and Sex Education will be accessible for all pupils. Manchester High School for Girls will ensure that this teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when preparing materials and resources so that the needs of all pupils are met.

Lesbian, Gay, Bisexual and Transgender (LGBT): The School will ensure that the teaching of Relationship and Sex Education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

8. Parent Roles and responsibilities:

Manchester High School for Girls recognises that parents play a vital role in teaching their children about Relationships and Sex Education, through maintaining the culture and ethos of the family,

helping their children to navigate the physical and emotional challenges of growing up and empowering them with the confidence to manage the decisions they will face.

The School will consult with parents and carers in the development and review of this policy and on the content of the Relationships and Sex Education programme. (See 4. Consultation Page: 3)

Right to withdraw: Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not those parts included in the science curriculum, which covers the biological aspects of human growth and reproduction. Such a request should be put in writing to the Deputy Head Pastoral with a view to a discussion, based on the nature and purpose of the curriculum. This process will be documented.

The School will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

Parents can request to withdraw their child from statutory RSE, up to and until three terms before the child turns 16. After this point, should a pupil wish to receive sex education rather than be withdrawn, the School will make arrangements to provide the pupil with sex education during one of the remaining terms.

(There is no right to withdraw from Relationships Education or Health Education in the Preparatory School)

9. Teacher Roles and responsibilities:

Pupils have a right to expect School to provide a safe and secure environment at all times. Teachers have a responsibility therefore to generate such an environment always, including during the teaching of Relationships and Sex Education.

Teachers have a responsibility to understand that effective Relationship and Sex Education must bring about an understanding of what is and is not acceptable in a relationship. This can lead to the disclosure of a child protection issue. As such, teachers have a responsibility to make it clear to pupils that they cannot guarantee confidentiality and will need to share any concerns with the Designated Safeguarding Lead, in line with the Child Protection Policy.

All teachers and those contributing to Relationship and Sex Education from an external agency are expected to work within the agreed values framework as outlined in this policy, which is in line with current legislation. Personal values and beliefs must not influence the teaching of Relationship and Sex Education.

Teachers and guest speakers have a responsibility not to answer any misdirected questions which they feel could be inappropriate for the whole class. In this instance the individual will be directed to an appropriate person, e.g. the School Nurse and report the incident to the Designated Safeguarding Lead. A teacher and guest speaker will not answer a question of a personal nature when teaching Relationship and Sex Education and should such a question be asked, will remind the pupil of the ground rules, which will have been set before the lesson commences.

10. Pupil Roles and responsibilities:

Pupils have a responsibility to respect the learning environment of the classroom, to ensure that their behaviour does not make someone else feel uncomfortable and they must always help generate an environment of mutual respect.

When in class, pupils have a responsibility to engage fully in the process of learning with regards to Relationship and Sex Education and not to ask questions of a personal nature.

11: Safeguarding, reports of abuse and confidentiality

The School will follow Keeping Children Safe in Education (KCSIE) and will ensure children are taught about safeguarding, including how to stay safe online. Pupils will also be made aware of how to raise concerns.

The School will ensure that the principles and guidance outlined in the Manchester High School for Girls policy for Child Protection and Safeguarding Policy are upheld at all times.

Where the School invites external agencies to support the delivery of Relationship and Sex Education, the School will agree in advance of the session, how a safeguarding disclosure will be dealt with by the external visitor.

12. Curriculum Delivery

The content of the Relationships and Sex Education curriculum is delivered through the Well Being programme, assemblies and curriculum science lessons.

The scheme of work for Relationship and Sex Education aspects of the Well Being programme can be seen in Appendix 1, page 7. This also highlights the topics covered in the curriculum science lessons. Well Being is delivered during a timetabled session; period 4 on a Tuesday. During this time the whole school will be taught within Tutor Groups. These lessons are delivered by the Form Tutor, the Deputy Head Pastoral, specialist teachers, visiting speakers or an external agency.

Two of the main external agencies used to teach relationship and sex education are:

Brook: a sexual and reproductive health service for young people aged under 19 years. Their highly experienced practitioners have been delivering Relationship and Sex Education in the senior school for a number of years. They understand the exacting standards of Manchester High School for Girls and offer the pupils the opportunity of experiencing additional personnel to their regular teachers.

Manchester Healthy Schools: who work in partnership with Manchester schools, improving the health and wellbeing of children and young people. The team have merged with the School Nursing Service to create the School Health Service; closely aligning the work of both teams to the Healthy Child Programme

In addition to Well Being, the delivery of topics related to Relationships and Sex Education and E-safety may also be the focus of assemblies, morning registration and collapsed timetabled Theme Days.

Teaching methods include:

- Discussion, including ground rules outlining the manner in which lessons operate.
- Individual, paired and group work, generating and sharing ideas and understanding. Such discourse will be stimulated by watching/reading relevant material and exploring the information presented by teachers or visiting speakers.
- The use of devices to research issues and complete set tasks.
- Utilisation of current resources from professional bodies such as Brook and Manchester Healthy Schools.

13. Monitoring, evaluation and review

The Head of Well Being and Heads of Science, will ensure that:

1. All schemes of work are reviewed on a regular basis to assess the content. Equally, that everything defined within the policy is accurate and conforms to current guidance.
2. All staff delivering this curriculum will be familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices and highlight any training needs.

Written by Deputy Head Mistress (Pastoral) September 2021

Scheme Of Work amended by Deputy Head Mistress (Pastoral) August 2023

APPENDIX A: Scheme of Work 2023-2024

Year 7				
Date (Approximate)	Content	Learning Objective	Provider / Presenter / Supervisor	Whole Science Touch on RSE (no right to withdraw from any)
3 rd October Rotation	7M and 7H Puberty	Puberty – growing up and going through changes – healthy lives	Brook	<p>Cells, Tissues, Organs: Cells are alive - The main parts of the circulatory system</p> <p>Movement: Bodies are systems - skeleton and muscles for support, protection and movement</p> <p>Ecosystems: Organisms are interdependent</p> <p>Plant Reproduction: Characteristics are inherited - Living things produce offspring</p> <p>Human Reproduction: Characteristics are inherited - The life cycle of a mammal, amphibian, insect and bird</p> <p>Genes: Species show variation - Classification of organisms By observational characteristic</p>
10 th October	Mental Health	Self-evaluation and how to get support	School Counsellor	
17 th October Rotation	7S and 7G Puberty	Puberty – growing up and going through changes – healthy lives	Brook	
14 th November Rotation	What makes a good friend?	Pupils will consider the attributes of a good friend.	Form Tutor	
21 st November	Bullying On-Line	What it looks like and what to do	NSPCC	
5 th December Rotation	Gender Debate Research (Choose any relevant topic)	Students will learn about gender inequality and the different barriers to equality.	Form Tutor	
12 th December	E-Safety APG	Pupils will understand better how to stay safe online and through social media	Mrs Goddard, Deputy Head Pastoral	
24 th February Rotation	FBV: Democracy, The Rule of Law, Individual Liberty, Mutual Respect for and Tolerance of those with Different Faiths and Beliefs and for those Without Faith	Students will learn about Fundamental British values which are based upon the protected characteristics of the Equality Act 2010	Form Tutor and Mr Clarke (HOD History & Politics)	
27 th February Rotation	Forced Marriage	Pupils will learn more about the subject of forced marriage.	Manchester Healthy Schools	

Year 8

Date (Approximate)	Content	Learning Objective	Delivered by	Whole Science Touch on RSE (no right to withdraw from any)
10th October	Mental Health	Students will learn more about how to become more aware of who they are.	Brook	Photosynthesis: Ecosystems recycle resources
14th November	Safeguarding	Students will be updated on how to stay safe in the light of current threats to their safety.	Mrs Goddard, Deputy Head Pastoral	Digestion: Bodies are systems
21st November Rotation	Anti-Bullying Week	Students will evaluate the characteristics of a good friend and how they might become a good friend.	Form Tutor	Respiration: Ecosystems recycle resources
15 th April – 7 th May On rotation M/H/S/G	Sharing images including nude images	Students will learn about the dangers of sharing images	Brook	Breathing: Bodies are systems. Variation: Species show variation Genes & Inheritance: Characteristics are inherited.

Year 9

Date (Approximate)	Content	Learning Objective	Delivered by	Whole Science Touch on RSE (no right to withdraw from any)
3 rd October	Mental Health	Youth Mental Health Day #Be Brave	STEM4 Resources	Looking at cells
17 th October	Diversity Role Models (DRM)	To increase students' awareness of diversity issues.	Diversity Role Models	Transport in & out of cells
19 th December	Safeguarding	The students will develop their understanding of how to stay safe in the light of current threats to their safety.	Mrs Goddard, Deputy Head Pastoral	Cell division & Differentiation
20 th February	Mental Health	Self-evaluation and how to get support	School Counsellor	Digestion
27 th February – 19 th March On rotation M/H/S/G	Contraception	To inform students about sex, gender and contraception.	Brook	
15 th April	Drugs	The law Common and legal	National Academy	

Year 10				
Date (Approximate)	Content	Learning Objective	Delivered by	Science which touches on SRE (no right to withdraw)
23 rd April	Safeguarding	The students will develop their understanding of how to stay safe in the light of current threats to their safety. H&W/RSE/LWWW	Deputy Head Pastoral	Hormones in human reproduction Contraception
27th February – 19th March On rotation M/H/S/G	Contraception	To increase the students' knowledge of methods of contraception.	Brook	The use of hormones to treat infertility
	Sexual Harassment Consent	To increase the students' awareness of the issue of sexual harassment.	Brook	Meiosis Sexual and asexual reproduction DNA and the genome

Year 11				
Date (Approximate)	Content	Learning Objective	Delivered by	Science which touches on SRE (no right to withdraw)
21 st November	Safeguarding	The students will develop their understanding of how to stay safe in the light of current threats to their safety.	Mrs Goddard, Deputy Head Pastoral	Genetic inheritance Inherited disorders
16th January – 6 th February On rotation M/H/S/G	Contraception top-up	The students will develop their understanding of how to engage with the internet safely and positively.	Brook	Sex determination Evolution Selective breeding
23 March Rotation	Tolerance and Understanding LGBT+	To increase students' awareness of LGBT+ issues.	The Proud Trust	Genetic engineering
19 th March Rotation	First Aid (Half Year)	To increase students' knowledge of practical first aid.	Nurses	

J6

Date (Approximate: to be confirmed each September)	Content	Learning Objective	Delivered by
19 th September	Mental Health	Youth Mental Health Day #Be Brave	STEM4 Resources
17 th October	Health	Breast Cancer Awareness	JH
14 th November – 5 th December On rotation M/H/S/G	Intimate Female Health	To learn more about intimate health. H&W	Brook
14 th November – 5 th December On rotation M/H/S/G	Self Defense	To learn more about personal safety	Michael O'Reilly
6 th February	HIV awareness	To increase students' awareness of HIV	Emma Cole
14 th May	Safeguarding	The students will develop their understanding of how to stay safe in the light of current threats to their safety.	Deputy Head Pastoral

S6			
Date (Approximate)	Content	Learning Objective	Delivered by
19 th September	Mental Health	Youth Mental Health Day #Be Brave	STEM4 Resources
20 th February	Safeguarding	To inform students as to how they might avoid current threats to their safety.	Deputy Head Pastoral
16 th April	Mental Health	Self-evaluation and how to get support	School Counsellor