

Relationships and sex education policy



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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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At Wollaston School 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 pulls together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations.
3. Parent consultation – the draft policy is circulated to parents for consultation prior to ratification from governors.
4. Pupil consultation – we investigate what pupils want from their RSE provision through student council voice throughout the school year.
5. Ratification – once amendments are made, the policy is shared with governors and ratified and published on the school website.

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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is delivered through designated PSHE/RSE sessions on the weekly pastoral schedule, assemblies and personal development day activities. Biological aspects of RSE are taught within the science curriculum, online and media are taught within the computer science curriculum, and other aspects are included in Ethics and Philosophy (E&P).

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

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

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

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. The named safeguarding Governor will quality assure delivery of RSE annually, alongside the Assistant Headteacher (safeguarding).

7.2 The headteacher

The headteacher holds ultimate responsibility for ensuring that RSE is taught consistently across the school, and for ensuring that requests to withdraw pupils from non-science components of RSE are actioned in accordance with statutory guidance. (see section 8).

The headteacher delegates operational responsibility for RSE to the Assistant Headteacher (Safeguarding).

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-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 headteacher.

Anita Walker (Assistant Headteacher/DSL) has overall responsibility for the design of the RSE curriculum.

All teachers within the school may be required to deliver aspects of the curriculum through tutor-time activities, subject-specific teaching and contribution to personal development day activities.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 RSE rather than being withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. A member of the senior leadership team will discuss the request with parents and make the appropriate arrangements.

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 our continuing professional development calendar.

The school 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 as appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by Anita Walker (Assistant Headteacher/DSL), Heads of Year and wider SLT through:

- Tutor time learning walks
- Observations of personal development day activities
- Scrutiny of PSHE work
- Student Surveys

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

This policy will be reviewed by Anita Walker (Assistant Headteacher DSL) every two years. At every review, the policy will be approved by the headteacher and governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year/Term	PSHE Topic	RSE Theme	RSE Details
7 / A1	Transition and Safety	Respectful relationships, including friendships	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 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.
7 / A2	Developing skills and aspirations	Respectful relationships, including friendships	<ul style="list-style-type: none"> how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
7 / Sp1	Diversity	Respectful relationships, including friendships Online and media	<ul style="list-style-type: none"> how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 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. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
7 / Sp2	Health and puberty	Respectful relationships, including friendships	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what constitutes sexual harassment and sexual violence and why these are always unacceptable.
7 / Su1	Building relationships	Being safe Families	<ul style="list-style-type: none"> 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 how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe

		Respectful relationships, including friendships	<p>(and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <ul style="list-style-type: none"> 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. practical steps they can take in a range of different contexts to improve or support respectful relationships. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 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. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what constitutes sexual harassment and sexual violence and why these are always unacceptable. 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.
8 / A1	Drugs and alcohol	Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> how the use of alcohol and drugs can lead to risky sexual behaviour.
8 / Sp1	Discrimination	Respectful relationships, including friendships	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 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. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

8 / Sp2	Emotional wellbeing	Online and media	<ul style="list-style-type: none"> • 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. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • 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.
8 / Su1	Identity and relationships	<p>Respectful relationships, including friendships</p> <p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
8 / Su2	Digital literacy	Online and media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • 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. • that sharing and viewing indecent images of children (including those created by

		Being safe	<p>children) is a criminal offence which carries severe penalties including jail.</p> <ul style="list-style-type: none"> • how information and data is generated, collected, shared and used online. • 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).
9 / A1	Peer influence, substance use and gangs	Respectful relationships, including friendships	<ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
9 / Sp1	Respectful relationships	<p>Families</p> <p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • practical steps they can take in a range of different contexts to improve or support respectful relationships.
9 / Sp2	Healthy lifestyle	Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
9 / Su1	Intimate relationships	<p>Online and media</p> <p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • 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). • 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. • about the prevalence of some STIs, the impact they can have on those who

			<ul style="list-style-type: none"> contract them and key facts about treatment. how the use of alcohol and drugs can lead to risky sexual behaviour. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
9 / Su2	Employability skills	Respectful relationships, including friendships	<ul style="list-style-type: none"> 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.
10 / Sp1	Healthy relationships	<p>Online and media</p> <p>Intimate and sexual relationships, including sexual health</p> <p>Being safe</p>	<ul style="list-style-type: none"> 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. not to provide material to others that they would not want shared further and not to share personal material which is sent to them. what to do and where to get support to report material or manage issues online. the impact of viewing harmful content. 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. 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. 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).
10 / Sp2	Exploring influence	Respectful relationships, including friendships	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
10 / Su1	Addressing extremism and radicalisations	Being safe	<ul style="list-style-type: none"> 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
11 / A1	Building for the future	Online and media	<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online.
11 / Sp1	Communication in relationships	<p>Online and media</p> <p>Being safe</p>	<ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 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).

		<p>Families</p> <p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • 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. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships.
11 / Sp2	Independence	Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Post-16 Provision

Term	Title	Link
1	Setting goals and micro changes	These are a series of lessons designed to help students develop their personal motivations and resilience. They work on examining what goals are and then how to make little changes to practice in order to achieve a large overall positive impact.
	Aspiration and resilience	
	Failure / Gap years and apprenticeships	
	Making a list and procrastination	
	The importance of hobbies/ Apprenticeships	
	Growth Mindset half term summary	

2	Session: Drink and Drugs / Safer Driving	H21-H24	
	Session: Budgeting	L14	
	Session: money and wellbeing	L1-L4	
	Session: Employment rights and responsibilities/ Safer driving	R5-L8	
	Session: Work and career	L5-L7	
	Session: The Wider World	L1-L4	
	Session: Diet and healthy eating	H8	
-	Session: Christmas traditions		
3	Life Skills blocking and Rotation	<p>These lessons will link to the following parts of the RSE scheme of work. These lessons also give the students a thorough understanding of key life skills.</p> <p>L5, H17</p>	
4	Session: Diet and healthy eating	H12	
	Session: Freshers Flu	H11	
	Session: Registering with your GP	H10.H11	
5	Life skills blocking and Rotation	<p>These lessons will link to the following parts of the RSE scheme of work. These lessons also give the students a thorough understanding of key life skills.</p> <p>L5, H17</p>	
6	Session: Travelling	H16	
	Session: Reflecting on your year	L2, L7	
	<i>Session: Setting goals</i>	L3,L7,L2	
	<i>Session: Summer choices and relationships</i>	R4,R5,R6	

	Session: Enjoying the outdoors	H12	
	Session: The Wider World	H1,H2,H3,H6	
	Sessions: Body image	H3	

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: 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	