



THE WESTLEIGH SCHOOL
Aspiring & Achieving Together

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
- Solidify the school's ethos of RRS

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

4. Definition

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

Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

It is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. Recent NSPCC studies have also directly informed the programme. The programme also acts to protect children and young people from concerns raised through the pastoral system in school.

Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

We believe it is important to address relationships and sex education in this age group because they are considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within Personal Education (PE) curriculum. Biological aspects of RSE are taught within the science curriculum and certain sections are taught within the ICT curriculum.

Pupils also receive stand-alone sex education sessions delivered by external, trained, health professionals.

For more information about our RSE curriculum, see Appendix 1.

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

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).

Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

7. Roles and responsibilities

7.1 The Academy Council

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for liaising with the Head of Personal Development when managing requests to withdraw pupils from non-statutory components of RSE.

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 nonstatutory of RSE through liaising with the head of department.

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 and/or Head of Personal Development.

The Head of Personal Development is responsible for planning RSE and ensuring that staff are confident in their delivery of the content to all year groups.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

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

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

9. Training

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

The Headteacher and/ or Head of Personal Development 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 when appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head of Personal Development through learning walks, lesson observations and pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of Personal Development annually. At every review, the policy will be approved by the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	1	<ul style="list-style-type: none"> • skills to make and maintain new friendships • how to empathise with, and show compassion for peers 	
	2	<ul style="list-style-type: none"> • about the impact of puberty on emotional wellbeing and self concept, and ways to manage this • about the physical changes that occur during puberty, including periods and wet dreams • about menstrual wellbeing and strategies to manage it • how to manage influences on body satisfaction e.g. online media 	
	3	<ul style="list-style-type: none"> • about rights, responsibilities and how to respect and advocate for them, including online • how to assertively communicate and negotiate boundaries with friends and in other relationships, including online • about the importance of consent • about the relationship between personal boundaries and human rights • how to seek help for themselves or others, in relation to unwanted contact • how to safely access help for themselves or others if concerned about FGM or forced marriage 	

8	1	<ul style="list-style-type: none"> • strategies to manage influence in relation to substances • about contraception and how to access advice and support in relation to sexual health • how to balance time online with other activities • how to recognise and manage influences online 	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	2	<ul style="list-style-type: none"> • about the features of healthy and unhealthy relationships, including online • how to maintain respectful relationships, including online • about sexual orientation, gender identity and diversity in sexual attraction • how to assertively communicate and negotiate boundaries in relationships • about the law relating to consent and how to seek, give, and not give consent • strategies to assess readiness for intimacy and manage pressure in relationships • how to manage requests to share intimate images, including where, when and how to report concerns 	
9	1	<ul style="list-style-type: none"> • how to manage difficulties and challenges in friendships • how to assertively communicate values and beliefs in challenging situations • strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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	3	<ul style="list-style-type: none"> • about the features of healthy, intimate relationships, including that they should be equitable and pleasurable • how to recognise healthy and unhealthy relationship behaviours • about stable, committed relationships and features of family life • about personal values and their influence on relationship expectations • about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations • about the legal and moral responsibilities in relation to seeking consent • how to recognise factors that might affect capacity to consent • how to make informed decisions about sexual health and access reliable advice and support • about sexually transmitted infections and how to reduce chances of transmission • how to choose and access contraception • about the consequences of unintended pregnancy and how to access appropriate support 	
10	1	<ul style="list-style-type: none"> • about relationship expectations and how to identify and evaluate own beliefs and values in relation to these • how to assertively communicate relationship expectations • how to recognise manipulation and coercion, how to seek and assertively give or not give consent • how to evaluate and manage the influence of pornography • how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • how to respond to harassment, including online, and violence; where to seek help 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	2	<ul style="list-style-type: none"> to evaluate and manage the opportunities and risks of establishing and conducting relationships online how to behave legally, ethically and responsibly online, including in online aspects of relationships how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences 	
	3	<ul style="list-style-type: none"> how to make informed decisions about marriage and other long term commitments about the unacceptability of forced marriage and how to safely seek help to respect diversity in gender identity, sexual orientation, faith, race and disability about rights, roles and responsibilities in a diverse society and how to respect and advocate for them strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) how to manage the influence of gender and sexual norms and stereotyping 	
11	1	<ul style="list-style-type: none"> how to communicate personal values in relationships to recognise the importance of respect, pleasure and equity in intimate relationships ways to effectively choose, negotiate and use contraception and maintain sexual health about sexual health services, locally, nationally and online, and how to use and access them how to manage relationship changes safely and respectfully about relationship challenges, how to manage strong emotions and communicate effectively at such times 	
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

	2	<ul style="list-style-type: none">• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents• how to identify and evaluate parenting skills and assess readiness for parenthood• to recognise that fertility changes over time and evaluate the implications of this• to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy• how to access appropriate advice and support in relation to pregnancy, including miscarriage• strategies to manage grief and loss, including bereavement and how to access support for self or others• how to show compassion and empathy for others who are experiencing challenging situations	
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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
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<p>Online and media</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 ○ 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
<p>Being safe</p>	<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)
<p>TOPIC</p>	<p>PUPILS SHOULD KNOW</p>

Intimate and sexual relationships, including sexual health

- 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 2: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.