



Relationships, Sexual Education and Health Education Policy

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1. Rationale and Ethos

What is RSE?

RSE is lifelong learning about physical, social, moral, cultural, ethical, emotional, and sexual development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes. RSE hopes to provide accurate information about the body, reproduction, sex, and sexual health. It will also give students essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe in the modern world, both on and offline.

Principles and Values

Willow Bank School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- Be an entitlement for all young people
- Encourage every student to contribute to their collective community
- Support each individual as they grow and learn
- Support family commitment and love, respect and affection, knowledge, and openness.
- Encourage students and teachers to share and respect each other's views and promote the values of love, respect, and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up and seek to work with them to improve the curriculum.
- Recognise that the wider community has much to offer

2. Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Willow Bank School we teach RSE as set out in this policy.

3. Aims

- 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.
- To help students make good decisions about their own health and wellbeing and to make them appreciate that there is a link between health and wellbeing.
- To give young people the information they need to help them know and develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- To enable students to identify what is acceptable and unacceptable behaviour in a relationship and to appreciate that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- To foster healthy and respectful peer-to-peer communication and behaviour and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

4. Inclusivity

We ensure RSE and Health education is inclusive, and we work hard to tailor the curriculum content and teaching to meet the specific needs of all young people including those with special educational needs and disabilities (SEND). Our teaching is age appropriate and sequential.

We ensure RSE fosters gender equality and LGBT+ equality and we are sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning, they need to stay safe, healthy and understand their rights as individuals. This includes the law in relation to, for example, forced marriage and female genital mutilation (FGM).

We acknowledge that we have a responsibility in relation to equality and protected characteristics (Equality Act 2010) and as such the RSE programme challenges all forms of discrimination and bullying and respects how people choose to identify themselves. As a school we work very hard to ensure that there is no unlawful discrimination against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy, or sexual orientation.

5. Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

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/carers wish them to be withdrawn from the non-statutory 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.

Head Teacher: Nicola Laughton

Assistant Head (overseeing curriculum): Catherine Hughes

PSHE Lead: Charlotte Barton

Linked Governor: Philip Round

Pupils

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

6. Curriculum, teaching and learning

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

KS2

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Long Term Plans available on the school website.

KS3 and KS4

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 Long Term Plans available on the school website.

These areas of learning are taught within the context of family life, taking care to make sure 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, and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

7. Parents right to withdraw

KS2

Parents/carers do not have the right to withdraw their child from relationships education.

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

Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

KS3 & 4

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16.

After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing 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/carers and take appropriate action. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

8. Safeguarding

Teachers are aware that effective RSE and Health education can lead to safeguarding disclosures by students. If this happens staff know to follow the policy for reporting safeguarding issues and consult with the designated safeguarding staff or in their absence a member of SLT. Visitors/external agencies who support the delivery of RSE will be required to produce their DBS document and full details before entry. If this is not possible, they must be accompanied by a member of staff at times and not left alone with students.

9. Engaging with stakeholders

Parents as stakeholders will be consulted over the RSE/HE policy and curriculum before its publication on the school website. They will be actively encouraged to discuss their thoughts and concerns with us by visiting the school. Parents are made aware that they have the legal right to withdraw their child/children from all or part of the sexual education programme but have no right to withdraw their child from the Relationship and Health Education programme.

If a parent/carer requests that their child be removed from the sex education lessons, alternative support/learning will be offered. We actively encourage parents to work with us and offer help to support them in managing conversations with their children on these issues.

Governors will be informed of the RSE/HE policy and curriculum through the link Governor at Governing Body meetings. They will be made aware of their legal obligation and will be expected to ensure that the subject is being well managed and led and that all students can access the curriculum and are making good progress in relation to expected progress. They will ensure that the school is fulfilling its legal obligations.

10. Monitoring and evaluation

The delivery of RSE is monitored by Nicola Laughton (Head Teacher), Catherine Hughes (Assistant Head teacher) and Charlotte Barton (PSHE Lead) through:

- Learning walks
- Staff and student feedback
- Performance management (where appropriate)
- Offering training (where appropriate)

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

11. RSE policy review date

- The policy will be reviewed every 2 years to ensure that it continues to meet the needs of pupils, staff, and parents and that it is in line with current Department for Education advice and guidance.
- This policy will be reviewed by Nicola Laughton every two years. At every review, the policy will be approved by the governing board.
- This will ensure that the provision of RSE and Health Education remains compliant, appropriate, and inclusive.