



Personal Development, Relationships and Sex Education

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Contents

At Woodhey High School our vision is:	3
Personal Development, Relationships and Sex Education.....	4
Aims of the Policy.....	4
Statutory Requirements.....	4
Policy Development	4
Definition	4
The Woodhey Pledge	5
Personal Development Form Time Programme	5
RSE Curriculum.....	6
Delivery of RSE	6
Use of external organisations and materials	6
Roles and Responsibilities.....	7
Parents’ and Carers’ Rights to Withdraw.....	8
Training	8
Monitoring Arrangements	8
Appendix 1: Relationships and Sex Education Curriculum Map	9
Appendix 2: By the end of secondary schools, students will know	10
Appendix 3: Parent and Carer Form: Withdrawal from sex education within RSE	13



At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

#TeamWoodhey

At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.

These are:

Respect

We treat everyone as we wish to be treated ourselves; we are all part of the same team

Excellence

We strive to be the best we can be at all times; nothing but the best is good enough for us

Underpinning our values are two clear expectations.

These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeyanyi Enoch Onuoha)

#TeamWoodhey



Personal Development, Relationships and Sex Education

Aims of the Policy

The aims of Personal Development (PD) and Relationships and Sex Education (RSE) at Woodhey High School are to:

- Achieve the 'Woodhey Pledge'
- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Develop students' understanding of positive, safe, and healthy relationships
- Teach students the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

As a secondary academy school, we must provide RSE to all students 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 Woodhey High School, we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with the staff, students, parents and carers, with a full consultation undertaken in November 2022. The consultation and policy development process involved the following steps:

- Review: The Assistant Headteacher (Personal Development) reviewed all relevant information, including national and local guidance
- Staff consultation: All school staff were given the opportunity to read the policy, provide feedback and make recommendations
- Parent and carer consultation: Parents and carers were invited to review the policy and provide feedback
- Academy Council: Councillors were invited to review the policy and provide feedback
- Amendments and ratification: Once amendments were made, the policy was shared again with Academy Councillors and ratified.

Definition

PD is about a student's Personal Development. This is their journey to improve talents, potential, skills, emotional and physical wellbeing and safety, employability and life chances.

RSE is about the emotional, social and cultural development of students, 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.



The Woodhey Pledge

Personal Development at Woodhey High School is driven through the Woodhey Pledge and the RSE Respect Curriculum.

The Woodhey Pledge is Woodhey High School's commitment for students to engage in a range of experiences that will enrich their time with us at Woodhey. It encourages students to take part in a range of challenges or experiences in line with our values of Respect and Excellence. The Pledge consists of:

- Careers – a high-quality careers education and guidance in school is critical to our students' futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding.
- Cultural Experiences – our cultural experiences programme is designed to open students' minds to possibilities. Culture helps students to make sense of their social worlds and shapes their actions, thoughts and feelings.
- Community – the purpose of community is to develop our students to become active citizens who feel inspired. They are people who feel motivated and empowered to make a difference, to improve their and others quality of life, to engage in learning and take action to bring about change for themselves and their communities.
- Enrichment – this helps our students develop their interest and talents. We want our students to realise their potential in a variety of settings beyond the classroom, enabling our students to develop their character, including resilience, confidence, ambition and independence.
- Leadership – we believe that students should be given a wide range of opportunities to develop and practise leadership skills in preparation for life beyond school. Involvement in leadership activities can improve students learning as well as helping them to develop the skills and traits needed for success outside of the classroom.

Personal Development Form Time Programme

The rationale for implementing a Form Time Programme at Woodhey High School is rooted in the school's commitment to fostering holistic personal development among its students through the Woodhey Pledge and the Relationships and Sex Education (RSE) Respect Curriculum. This structured programme embodies a comprehensive approach that aims to nurture students' character and well-being.

Central to the Form Time Programme are weekly assemblies and Personal, Social, Health and Economic (PSHE) lessons focusing on a range of key topics. These include Relationships and Sex Education (RSE), cultural experiences, community engagement, enrichment activities, leadership skills, and career development. By incorporating these elements, the programme equips students with essential life skills and values while promoting a sense of social responsibility and civic engagement.

Moreover, initiatives such as Sparx Reader contribute to enhancing students' literacy skills, thereby supporting their academic growth and broader intellectual development. Additionally, platforms like Votes4Schools are instrumental in promoting understanding and appreciation of Fundamental British Values among the student body, fostering a sense of citizenship, democracy, and respect for diversity.

An example of the delivery of the form time programme can be seen below:



	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Sparx Reader	PHSE	PHSE	Votes4Schools	Assembly
Year 8	Sparx Reader	PHSE	PHSE	Assembly	Votes4Schools
Year 9	Sparx Reader	PHSE	Assembly	PHSE	Votes4Schools
Year 10	Sparx Reader	Assembly	PHSE	PHSE	Votes4Schools
Year 11	Assembly	Sparx Reader	PHSE	PHSE	Votes4Schools

RSE Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt this throughout an academic year whenever there are emerging needs across the school or year groups.

We have developed the curriculum in consultation with parents, carers, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Delivery of RSE

RSE is taught within the Respect Curriculum. This is facilitated through two 30minute lessons per week in form times. Information is then consolidated through drop down days, which may take place termly and utilise external services to provide contextual learning. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education.

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 (for example, families can include single parent families, LGBTQ+ 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).

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

Use of external organisations and materials

We will make sure that any agency and materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to our students. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:



- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it, and the resources they intend to use:
 - o Are age-appropriate
 - o Are in line with students' developmental stage.

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996.

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses. Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum. Review any case study materials and look for feedback from other people the agency has worked with.

We will be clear with the agency before engaging with them, on:

- What they are going to say
- Their position on the issues to be discussed.

Ask to see in advance any materials that the agency may use. Know the named individuals who will be there and follow our usual safeguarding procedures for these people. Conduct a basic online search and address anything that may be of concern to us, or to parents and carers. Check the agency's protocol for taking pictures or using any personal data they might get from a session. Remind teachers that they can say no, or, in extreme cases, stop a session. Make sure that a member of staff is in the room during any sessions with external speakers.

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

Roles and Responsibilities

The Academy Council:

- Will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher:

- Is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students from non-statutory components of RSE (see Parents' and Carers' Rights to Withdraw).

Staff:

- Will deliver RSE in a sensitive way
- Model positive attitudes towards RSE
- Monitor the progress of students in this area
- Respond to the needs of individual students
- Respond appropriately to students whose parents or 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.

Students:



- Engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' and Carers' Rights to Withdraw

Parents and carers have the right to withdraw their child or children from the non-statutory elements of sex education within the RSE framework, up to and until three terms before their child or children turn 16 years of age. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will support the wishes of the child and will facilitate this.

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

A copy of withdrawal requests will be placed on the student's educational record. The Headteacher will discuss all requests with parents and carers and respond appropriately.

Alternative learning will be provided for students who are withdrawn from sex education.

Parents and carers are strongly advised to consider this carefully as all lessons are planned to ensure that students' well-being is not affected adversely. Research shows that RSE reduces the risk of underage and teenage pregnancies, and the spread of Sexually Transmitted Infections. The school will support any parents or carers who have concerns to ensure an informed decision is made.

Training

Staff are trained on the delivery of RSE as part of our Continuing Professional Development calendar. Where appropriate, the school will invite visitors in, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Staff are safeguarding trained and will act appropriately if any concerns arise.

Monitoring Arrangements

The Assistant Headteacher (Personal Development) has overall responsibility for monitoring the delivery of RSE. This will take place through:

- Regular visits to RSE lessons
- Feedback from staff and students
- Work scrutiny (where appropriate)
- Annual review of the curriculum content to ensure it is relevant to the local context.

The Assistant Headteacher (Personal Development) will review this policy with stakeholders annually. At every review, the Headteacher and Academy Council will approve the policy.



Appendix 1: Relationships and Sex Education Curriculum Map

Year Group	Topic/Theme Details
Year 7	<ul style="list-style-type: none"> - Friendships - Keeping safe in School and the community - Prejudice and discrimination (including racism, homophobia, and transphobia) - Puberty - Bullying - Mental Health - Female Genital Mutilation (FGM) - Breast Ironing
Year 8	<ul style="list-style-type: none"> - Online relationships - Prejudice and discrimination (including racism, homophobia, and transphobia) - Mental Health - Puberty - Bullying - Indecent images - Sexuality and LGBTQ+ - Physical health - Tolerance and sexual identity - Sexism - Hate crimes
Year 9	<ul style="list-style-type: none"> - Healthy relationships - Contraception and Sexually Transmitted Infections (STI) - Choices around pregnancy - Puberty - Pregnancy and Miscarriage - Prejudice and discrimination (including racism, homophobia, and transphobia) - Bullying - Indecent images - Sexuality and LGBTQ+ - Physical health - Tolerance and sexual identity - Pornography - Peer pressure and sex - Self Harm
Year 10	<ul style="list-style-type: none"> - Mental Health - Puberty - Healthy Relationships - Sexual Pressure - Contraception - Pregnancy - Sexual Transmitted Infections - Drug use - Sexual Harassment and Sexual Violence - Equality and Diversity - Committed Relationships - Unsafe Relationships - Parenting



	<ul style="list-style-type: none"> - Pornography - Online world
Year 11	<ul style="list-style-type: none"> - Healthy Lifestyles - Self-examination and screening - Honour Based Violence - Forced Marriage and FGM - Sexual Exploitation, Grooming and Rape - Sexual Harassment and Domestic Abuse - Consent

Appendix 2: By the end of secondary schools, students will know

Topic	Students will know through the combination of the Respect and RSE Curriculum
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



	<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 - 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
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)
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



	<ul style="list-style-type: none">- 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 (STDs), 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 STDs, 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
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Appendix 3: Parent and Carer Form: Withdrawal from sex education within RSE

To be completed by the Parent or Carer:			
Name of child:		Form group:	
Name of parent/carer:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent/carer signature			
To be completed by the school:			
Agreed actions from discussion with parent or carer:			
<i>For example: Student XXXXX will be withdrawn from XXXXX element, and will work independently in the XXXXX area, focusing specifically on XXXXXX.</i>			

