

# Relationships and Sex Education Policy

## 2022-23

### Highworth Warneford School



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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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene and safe sexual practices
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships including the vital importance of consent
- Teach students the correct vocabulary to describe themselves, their relationships and their bodies
- Discuss issues around sexual orientation and identity- including education about the LGBTQ+ community
- Developing a deep appreciation for respect and an awareness of issues surrounding sexual harassment.

## 2. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to 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

## 3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – the head of PSHE pulled together all necessary statutory guidance and other relevant information
- Student consultation – we investigated what exactly students want from their RSE/PSHE via local surveys and adapted the curriculum accordingly
- Parent/stakeholder consultation – parents, staff and any other interested parties were invited to comment on the draft policy and make comments/suggest amendments

## 4. Definition

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 or any sexual orientation.

## 5. Curriculum

Our overall goals are set out as per Appendix 1 but we may need to adapt it as and when necessary based on local circumstances e.g. if there were a series of incidents related to RSE, we would adapt our provision.

Materials used will be appropriate to the age of the student e.g. age classification on DVDs etc. will be observed.

We have developed the curriculum considering the age, needs and feelings of the students. If they ask questions outside the scope of curriculum plans, teachers will respond in an appropriate manner so they are fully informed and don't seek answers from inappropriate sources.

Students will always be encouraged and supported to discuss any issues that arise with their parent or carer. When this is not possible, students will be guided by teachers to adults such as school nurse, health officials or in some cases child protection staff. Staff cannot promise confidentiality to a student but would make it clear to an individual child first before information is passed on to the relevant person.

## 6. Delivery of RSE

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 Philosophy & Ethics (RE). Additional internet safety is covered in the ICT curriculum.

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 a range of family contexts, 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).

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.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

### 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

## 7. Use of external organisations and materials

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

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't 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:
  - Are age-appropriate
  - 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
- Be clear on:
  - What they're 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 the teacher is in the room during any sessions with external speakers

We **won't**, 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

## 8. Roles and responsibilities

### 8.1 The Governing Board

The governing board will hold the headteacher to account for the implementation of this policy.  
The governing board has delegated the approval of this policy to the Headteacher

### 8.2 The Headteacher

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 section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students

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.

### 8.4 Students

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

## 9. Parents' right to withdraw

Parents have the right to withdraw their children 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 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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

## 10. Monitoring arrangements

The delivery of RSE is monitored by through discussions with the Headteacher about curriculum intent/planning and learning walks.

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

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

## Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

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

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



## Appendix 2: Year 10/11 SRE Topics 2022-23

These are all covered as part of the PSHE programme as part of more general modules on health education.

Topics will change from year to year based on perceived need this might be driven by the following:

- Identified needs as a result of high-profile current events
- Student and parent surveys
- Student Voice
- Results of Swindon Healthy Schools Survey

### **KS3**

#### **Year 7**

<b>Health and Wellbeing</b>	<b>Relationships (RSE)</b>
<p>What do we mean by a healthy lifestyle? Health introduction.</p> <p>How can I keep healthy? Food groups, diet and nutrition.</p> <p>Healthy Living – exercise and keeping active.</p> <p>Not eating healthily - what are the consequences?</p> <p>The dangers of cigarettes.</p> <p>Puberty – what happens, when and why.</p> <p>Introduction to mental health issues – depression focus.</p> <p>How can we manage our anger?</p> <p>Self – esteem</p> <p>Money Management</p>	<p>Keeping good friendships and avoiding toxic ones.</p> <p>Family relationships – the different types and why we don't always get along.</p> <p>Bullying. Why do people bully others and how can we help stop this?</p> <p>What is cyberbullying? Why do people bully online?</p>

**Year 8**

<b>Health and Wellbeing</b>	<b>Relationships (RSE)</b>
Social Media and Internet Safety	Romance, love and new feelings
Alcohol	Bullying
Smoking/; Vaping	Identity, diversity and respect
Drugs	Prejudice, Discrimination, Stereotypes:
Emotional Literacy – Self awareness	<ul style="list-style-type: none"> <li>• Teenagers</li> <li>• Racism</li> <li>• Sexism</li> <li>• Disability</li> </ul>
Goal setting	Consent/ online grooming
	Sexual Harassment, Abuse and Violence
	LGBTQ+

**Year 9**

<b>Health and Wellbeing</b>	<b>Relationships (RSE)</b>
Self Esteem and Mental Health	Peer Pressure
Confidence and Resilience	Sexual Relationships
Stress and Anxiety	Consent
Self-Harm	Internet Safety – Sexting/ selfies
Alcohol Awareness	Teenage Pregnancy
Drugs and the Law	Toxic Relationships _ Domestic Violence
Cannabis	
Gambling	Sexual Harassment, Abuse and Violence

**KS4**

<b>Health and Wellbeing</b>	<b>Relationships (RSE)</b>
Mental Health and Wellbeing:	Positive Relationships
Anxiety – Unhelpful Thoughts	Sexual Orientation/ LGBTQ+
Body image	Sexual Relationships
Exam Stress	Consent
Online Stress and FOMO	Sexual health including STIs
Eating Disorders	Contraception
Risk Taking Behaviour:	Homophobia and transphobia
Alcohol	Sexual Harassment, Abuse and Violence
Drug Awareness	Pornography and its impact on healthy relationships
County Lines	
Knife Crime	

### 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	