

# WICKERSLEY

SCHOOL & SPORTS COLLEGE

# POLICIES

RELATIONSHIPS AND SEX EDUCATION POLICY



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## 1. Rationale and ethos

This policy covers our school's approach to delivering relationships and sexual health education. We define 'relationships and sex education' as learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Our school's overarching aim is to send every young person into the world able and qualified to play their full role in it. The RSE programme is designed and delivered with this in mind. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by adapting resources to ensure access for all. The PSHE department works closely with the curriculum support team and uses teaching assistants to support these students. We ensure RSE fosters gender equality and LGBT+ equality by discussing different relationships inclusively throughout the RSE lessons. We view the partnership between home and school as imperative to ensuring RSE lessons have their full impact and support parents to further students' understanding of topics taught.

## 2. Aims

The vision of the PSHE department is to develop mental and physical well-being by building awareness and consideration of others in order to empower our students. This vision is implicit in the planning of all RSE lessons. 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
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies.
- Ensure that the delivery of RSE is factual, inclusive and developmentally appropriate for all students. Staff will avoid the imposition of personal opinions whilst teaching content.
- RSE promotes healthy, loving and respectful relationships.

## 3. Legislation

From September 2020, Relationships and Sex Education (RSE) and Health education are compulsory for **all** pupils receiving secondary education. This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. As a secondary academy school we must provide RSE (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and Child Sexual Exploitation) to all students.

Other documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils (2013)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Preventing and tackling bullying (2017)

- Sexual violence and harassment between children in schools (2018)
- Mental Health and behaviour in schools (2018)

At Wickersley School and Sports College we teach RSE as set out in this policy.

#### 4. Roles and Responsibilities

<b>Subject Leadership</b>	The program will be led by Mrs H Willert, PSHE coordinator. This includes providing training and support to staff delivering RSE lessons and responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.
<b>Governor Link</b>	The Governor's safeguarding committee receives regular updates and reports on the delivery of PSHE (including RSE). Committee chair; Mr C Singleton.
<b>The Head Teacher</b>	The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE. RSE will be quality assured as part of PSHE, in line with whole school procedures.
<b>Students</b>	Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Student voice activities are carried out to ensure lesson content is relevant and to allow students to provide feedback on RSE lessons.
<b>Involvement of parents and carers</b>	We are committed to working with parents and carers when developing and delivering quality RSE. We will do this by; consulting with parents when devising RSE policy, making this document available on our website and as a hard copy at reception, explaining our RSE policy at year 7 information evening, ensuring resources are available to view at parents evenings and regularly communicating with parents via the school newsletter.
<b>Staff</b>	Staff are responsible for: <ul style="list-style-type: none"> <li>● Delivering RSE in a sensitive way</li> <li>● Modelling positive attitudes to RSE</li> <li>● Monitoring progress</li> <li>● Responding to the needs of individual students</li> <li>● Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.</li> <li>● Clearly signpost avenues of support.</li> </ul>

## **5. Curriculum**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover: personal relationships, human reproduction, sexually transmitted infections (STIs), HIV and AIDS, contraception, parenthood, sexuality, FGM (Female Genital Mutilation), forced marriage and honour-based violence, safety in Relationships- including what constitutes a healthy relationship and issues surrounding consent, abortion, internet safety, the impact of pornography and sexting (also known as Youth Produced Sexual Imagery).

All of the above topics are taught using a spiral curriculum which covers the same themes in each year but in a more in depth, but age appropriate, manner. Our RSE programme is inclusive of people from all backgrounds, races, sexualities, gender identities and so on in line with The Equality Act (2010). A more detailed overview of learning in each year group can be found on the school website and is available on request from H Willert.

We will ensure RSE is matched to the needs of our pupils by regularly consulting with parents and students and using local data to inform lesson content. Pupils will be encouraged to reflect on their own learning and progress within individual lessons.

The main aspects of our curriculum are set out as per Appendix C but it may need to be adapted when necessary. We have developed the curriculum in consultation with parents, 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 that students are fully informed.

## **6. Delivery**

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).

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Recommended and tested resources from a number of PSHE Association approved organisations (Barnardo's, NSPCC, DfE, Rise Above, Stonewall etc.) are regularly reviewed and used where appropriate. These are used alongside resources created and adapted by the PSHE specialist H Willert). The programme is designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved. The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

### **6.1 Safe and Effective practice**

We will ensure a safe learning environment by ensuring all pupils agree to and understand the PSHE ground rules before teaching of these topics commences. Distancing techniques such as de-personalised questions and scenario based tasks are used because this prevents personal discussions. Pupils will be able to raise questions anonymously by writing them down and putting them in an 'ask-it basket'. All staff teaching RSE will be offered support by subject

specialists when developing the answers to pupil questions. RSE training will be completed by all staff delivering lessons, provided by H Willert.

## **6.2 Visitors**

Visitors/external agencies which support the delivery of RSE will be required to meet with the PSHE lead before they commence delivery of sessions. All visitors will be approved by the head teacher.

## **7. Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. We make clear to students procedures in relation to confidentiality. Similarly, if questions are asked in class or in an assembly, adults will follow agreed practice based on DfE guidance 2019.. In an instance of disclosure, staff will consult with the designated safeguarding lead and in their absence the deputy DSL/Headteacher.

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of intimate sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive intimate 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 B of this policy and addressed to the Headteacher. The head teacher and PSHE coordinator will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

Parents are not able to withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, as it is essential that all pupils receive this content to ensure their knowledge is good and can therefore keep themselves safe. This is a statutory requirement from the department of education and is strongly echoed by the Wickersley School and Sports College ethos. The schools' science curriculum also includes content on human development, including reproduction, which pupils cannot be withdrawn from. This is also a statutory requirement for delivery in all schools.

## **9. Monitoring and review**

The delivery of RSE is monitored by the Assistant Headteacher with responsibility for Teaching and Learning and the PSHE Coordinator. Quality assurance is carried out on a half-termly basis. Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually by the PSHE Coordinator. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

### **RSE policy review date**

This policy will be reviewed on 1st July 2021.

It will be reviewed by H Willert following consultation with governors, senior staff, parents and students.

This will 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.

## **Appendix A – Letter to parents/carers**

Dear Parent/carers,

### **RE: Sex and relationship education at Wickersley School and Sports College**

At Wickersley School and Sports College, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's Sex and Relationship Education Policy, which can be accessed on our school website <https://www.wickersley.net/policies/> , or in hard copy via our school office.

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

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or our PSHE coordinator, Mrs Willert.

Yours sincerely,

Mrs E Renavent

Headteacher

**Appendix B - Parent form: withdrawal from sex education within RSE**

This form should be completed and emailed to [hwillert@wickersley.net](mailto:hwillert@wickersley.net)

Name of child		Form	
Name of parent		Date	
Reason from withdrawing from sex education within relationships and sex education			
Any other information you would like us to consider			



## Appendix C - Wickersley School and Sports College PSHE curriculum outline for 2020/21

\*please note this curriculum plan has been adapted to respond to the impact of COVID-19\*

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7 One lesson per week	<b>Health and wellbeing</b> - 5 ways to wellbeing, accessing support, e-safety,	<b>Relationships education</b> - personal hygiene, puberty, menstruation, safe relationships, families.	<b>Careers</b> - self confidence and personal strengths.  <b>Citizenship and values</b> - verbal bullying	<b>Citizenship and values</b> - disability projects.  <b>Health and wellbeing</b> - alcohol education	<b>Health and wellbeing</b> - smoking and e-cigarettes.  <b>Citizenship and values</b> - diversity, media literacy.	<b>Citizenship and values</b> - conflict resolution, the emergency services, charities projects.
Year 8 One lesson per week	<b>E-safety</b> - cyberbullying and sharing images  <b>Health and wellbeing</b> - alcohol education, smoking, solvents, cannabis, county lines.	<b>Citizenship and values</b> - democracy, migration, diversity, extremism, BAME role model projects.	<b>Health and wellbeing</b> - self esteem, body image, the media, managing feelings  <b>RSE</b> - puberty re-cap.	<b>RSE</b> - menstruation, relationships, gender and sexuality, parenthood, <u>conception</u> , <u>contraception</u> ,	<b>RSE</b> - Bardardo's Real love Rocks program - Healthy relationships, grooming and consent.  <b>Careers</b> - importance of challenge and behaviours for work.	<b>Careers</b> - journey to your career  <b>Citizenship and values</b> - Stonewall FIT (a unit exploring gender stereotypes, diversity, sexuality and the importance of education).
Year 9 One lesson per week for half a	*even number groups** <b>RSE</b> - <u>language and</u>	<b>RSE</b> - abortion education, consent, unhealthy	<b>Health education</b> - alcohol education,	*odd number groups* <b>RSE</b> - language and	<b>RSE</b> - abortion education, consent, unhealthy	<b>Health education</b> - alcohol education,

year (rotating with PER)	<u>perspectives, healthy relationships, CSE, <u>contraception, condom use, negotiation, STIs and testing.</u></u>	relationships, sexual harassment, FGM, <b>Health and wellbeing - cancer awareness, mental health</b>	substance misuse, county lines, how to access support.	<u>perspectives, healthy relationships, CSE, <u>contraception, condom use, negotiation, STIs and testing.</u></u>	relationships, sexual harassment, FGM, <b>Health and wellbeing - cancer awareness, mental health</b>	substance misuse, county lines, how to access support.
Year 10 Workshops	<b><u>Fertility and contraception</u></b> <b>Substance misuse and County lines</b>	<b><u>STI testing</u></b> <b>Violence free relationships</b>	<b>Staying safe online</b>	<b>Mental health; myths and facts</b>	<b>Mental health; accessing support</b>	<b>Personal finance</b>
Year 11 Workshops	<b><u>Relationships- STIs and testing</u></b> <b>Wellbeing - returning to Y11</b>	<b><u>Relationships - impact of the media</u></b> <b>Extremism and hate crime</b>	<b>Cancers and self examination</b>	<b>FGM and honour based violence</b>		

As outlined in our RSE policy, parents have the right to withdraw their child from the non-statutory/non-science components of intimate sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive intimate sex education rather than being withdrawn, the school will arrange this. Lessons which may include non-statutory components of intimate sex education are underlined on the curriculum plan above. If you have any questions about these lessons (content or delivery) please contact Mrs H Willert - [hwillert@wickersley.net](mailto:hwillert@wickersley.net)