

# Relationship and sex education policy (current requirements)

Wallington High School for Girls

<b>Approved by:</b>	WHSG Governing Body	<b>Date:</b> 13 <sup>th</sup> July 2020
<b>Last reviewed on:</b>	9 <sup>th</sup> July 2020	
<b>Next review due by:</b>	9 <sup>th</sup> July 2022	

# Contents

1. Principles .....	2
2. Statutory requirements .....	3
3. Policy development.....	3
4. Delivery of RSE .....	3
5. Safeguarding .....	4
6. Roles and responsibilities.....	4
7. Parents' right to withdraw .....	5
8. Monitoring Arrangements .....	5
9. References .....	5
Appendix 1: Curriculum Intent.....	6

---

## 1. Principles

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is focused on providing the information necessary to help students develop healthy, nurturing relationships of all kinds, not just intimate relationships.

RSE involves a combination of sharing factual information and exploring issues and values in order for young people to feel equipped to make informed, healthy choices throughout their life.

RSE is not about the promotion of sexual activity; it teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships at the appropriate time. We are committed to relationships and sex education which:

- › Is an identifiable part of personal, social, health, citizenship and economic education (PSHCE), which has planned, timetabled lessons across all the key stages
- › Is taught by staff who are trained in RSE and PSHCE, with the use of expert visitors when required
- › Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- › Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- › Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- › Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- › Gives a positive view of human sexuality with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- › Gives students opportunities to reflect on values and influences that may shape their attitudes to relationships and sex, and nurtures respect for different views
- › Includes learning about how to get help and treatment from sources such as the school nurse and other advice services, including reliable information online

- Fosters gender equality, LGBT+ equality and challenges all forms of discrimination in RSE lessons and in everyday school life
- Meets the needs of all students with their diverse experiences – including those with special educational needs
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

## 2. Statutory requirements

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society and which prepares students for the opportunities, responsibilities and experiences of later life.

The the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, under sections 34 and 25 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

At Wallington Girls we teach RSE as set out in this policy.

## 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:

1. Review – a member of staff or working group pulled together all relevant information including current statutory guidance regarding the implementation and delivery of RSE
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. Student consultation – we investigated what exactly students want from their RSE through student voice across each key stage and through school council
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Delivery of RSE

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum which is delivered by form tutors and other skilled members of staff. Biological aspects of RSE are taught within the science curriculum. Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary in accordance with government guidance and to reflect the needs of our students.

Staff are trained on the delivery of RSE as part of their induction and through tutor team meetings and it is included in our continuing professional development calendar.

The PSHCE Co-ordinator 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.

Students also receive stand-alone sex education sessions delivered by a trained health professional, usually the Sutton Nursing Service.

The content covered may lead students to ask sensitive or explicit questions outside the scope of our curriculum, teachers will respond in an appropriate, non-judgemental manner so students are fully informed and there is no need to seek information online. Where further factual information is needed teachers can refer to the PSHCE Co-ordinator for guidance (see also section 5). Students will be provided with an anonymous questions box to submit additional queries; these will be answered via the PSHCE notice board.

The RSE curriculum is inclusive and meets the needs of all our students. We recognise and respect students different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. As far as is appropriate, students with special education needs will follow the same RSE programme as all other students. Careful consideration is given concerning the level of learning and differentiation needed, and in some cases the content or delivery will be adapted, in consultation with the SENDCo.

## 5. Safeguarding

All staff are aware that the content covered in RSE is often sensitive in nature and therefore could lead to disclosures that require further action. Through regular updates from Keeping Children Safe in Education (KCSIE) staff are equipped with the skills to identify when a disclosure will need to be reported as a safeguarding or child protection concern and they are instructed to follow the reporting procedure as outlined in the GLT Child Protection and Safeguarding Policy.

Students will be made aware that teachers are not able to keep any disclosures confidential and will be supported by staff if further action needs to be taken after a disclosure.

## 6. Roles and responsibilities

### 6.1 The governing board

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

### 6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from sex education components of RSE (see section 6).

### 6.3 Subject Leaders

The PSHCE Co-ordinator is responsible for the planning of the RSE curriculum and monitoring its effective delivery. The Director of Faculty for Science is responsible for the planning and delivery of biological aspects of RSE.

### 6.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the sex education components of RSE

As part of our provision all teachers may be asked to deliver RSE, either in their role as a form tutor or as cover for a session. We want all staff to be confident in delivering RSE and therefore will ensure appropriate training is provided. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## 6.5 Students

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

## 6.6. Parents and Carers

Parents are expected to work with the school in providing students with the knowledge to make informed, healthy choices. We encourage parents to discuss the topics covered by students in RSE as outlined in our curriculum intent (Appendix 1).

## 7. Parents' right to withdraw

Parents have the right to withdraw their child from sex education within RSE only up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms. Requests for withdrawal should be put in writing 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, as appropriate, with the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will then take appropriate action, in line with the statutory guidance.

Alternative work which is appropriate and purposeful will be given to students who are withdrawn from RSE.

## 8. Monitoring arrangements

The delivery of RSE is monitored by the PSHCE Co-ordinator through:

- Learning walks
- Work trawls
- Student voice

Student development in RSE is monitored by class teachers through discussion, questioning and detailed reflection on the topics covered.

## 9. References

This policy has been developed in reference to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principles, senior leadership teams, teachers (DofE 2019)
- Keeping Children Safe in Education (Statutory guidance 2019)
- Girls' Learning Trust Safeguarding and Child Protection Policy
- PSHE Association
- Sex Education Forum's 'Twelve principles of good quality RSE' (Appendix 3)

## Appendix 1

# PSHCE Curriculum Intent

PSHCE at Wallington Girls develops the individual student in a holistic way, beyond their academic studies so that they are fully prepared for life beyond school. We recognise the diversity of our community and therefore aim to expose students to ideas that both challenge and support their own so that they can make informed decisions about their own life and the impact this will have on others' lives. Guided by the principle of lifelong learning, the curriculum is designed to cover the themes of health & wellbeing, relationships and living in the wider world; where each theme is revisited and further developed as students progress through the key stages.

### Aims of the curriculum:

- Students are able to demonstrate characteristics of resilience, emotional intelligence and social responsibility
- Students are able to engage in a range of happy and healthy relationships with others
- Students have the skills and knowledge to make informed choices that are suitable for them throughout their life

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<p><b>Health &amp; wellbeing</b></p> <ol style="list-style-type: none"> <li>1. How to cultivate personal qualities that can help them during key transition periods in their life; including resilience and self-belief.</li> <li>2. What to expect during puberty and how to cope with these changes; including physical, mental and emotional changes and challenges.</li> <li>3. How to communicate about their emotions and their mental wellbeing, including identifying when they may need additional help and where to find this.</li> <li>4. What FGM is and the legal framework around this, including who to contact if they have concerns about this.</li> <li>5. How to keep themselves safe online and how to report concerns they have about online content and/or interactions.</li> <li>6. How to perform basic first aid and where to access training for further development of this.</li> <li>7. The facts about alcohol consumption, legal and illegal drugs and their associated risks.</li> </ol>	<p><b>Health &amp; wellbeing</b></p> <ol style="list-style-type: none"> <li>1. That there are different risks they will face in their life and how to navigate these risks and make informed choices.</li> <li>2. What it means to have positive mental health and how to recognise when they are in need of help or support if they are struggling with their mental health.</li> <li>3. Different ways to look after their own mental health.</li> <li>4. Where to get help and support with mental health challenges.</li> <li>5. About a range of different sexually transmitted infections, including HIV/AIDs and how to protect themselves from contracting these, as well as where to go if they need to be tested or for treatment.</li> <li>6. About the impact of a healthy lifestyle and how to ensure they develop healthy habits.</li> </ol> <p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>1. How the range of different relationships in their</li> </ol>	<p><b>Health &amp; wellbeing</b></p> <ol style="list-style-type: none"> <li>1. About the importance of looking after their mental health with continued education about the range of factors that contribute to this.</li> <li>2. How to maintain healthy choices and a healthy lifestyle.</li> <li>3. The risks and facts associated with drug and alcohol use and how to ensure they are making safe and informed choices.</li> <li>4. About cervical screening and how to recognise and check their own bodies for signs and symptoms of other health concerns.</li> </ol> <p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>1. About the importance of boundary setting in intimate relationships, including recognising behaviours that they are not comfortable with and being given strategies to respond to this.</li> <li>2. How to confidently establish a positive and satisfying intimate relationship, acknowledging the range in which these relationships can happen and how to practice positive and safe</li> </ol>

<p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>1. The qualities associated with positive friendship and how to cultivate this.</li> <li>2. A range of strategies for dealing with conflict in friendships and how to resolve disagreements.</li> <li>3. How to recognise when a friendship is having a negative impact and how to deal with this.</li> <li>4. The legal framework around developing intimate relationships.</li> <li>5. What constitutes an exploitative relationship and recognise the difference between a healthy and unhealthy relationship, both with friends and in the context of a potentially intimate relationship.</li> <li>6. What consent means and how to demonstrate their consent in the context of friendships and potentially intimate relationships. Including what the law says about consent.</li> <li>7. Different strategies for confidently withholding or withdrawing consent.</li> <li>8. About the broad spectrum of relationships that contribute to human happiness, with specific reference to committed intimate relationships and the legal status of marriage and the roles and responsibilities of parents.</li> <li>9. Different methods of contraception, their effectiveness and consequences of using these (e.g. hormonal or physical).</li> </ol> <p><b>Living in the wider world</b></p> <ol style="list-style-type: none"> <li>1. What British values are and how to uphold these, including how to recognise and respond to extreme viewpoints that incite hate or violence.</li> <li>2. What contributes to their self-identity.</li> <li>3. What human rights are, including the rights of the child and how the importance of equality in society including knowledge of the Equality Act 2010.</li> <li>4. How and why the law is enforced in the UK.</li> <li>5. Different aspects of the media and the impact these have, including print media and e-media.</li> <li>6. The basics about costs of living (mortgage, council tax, utilities etc.) and how future career decisions impact on this.</li> </ol>	<p>life can be positive or negative and how to respond to conflict or challenges in these relationships.</p> <ol style="list-style-type: none"> <li>2. How to recognise and develop healthy intimate relationships, including knowing what the law states about the legal age of consent.</li> <li>3. The potential consequences of sexual relationships including unintended teenage pregnancy, the impact this could have and the options available to them if this happens.</li> <li>4. What constitutes healthy expectations of sexual relationships, with specific reference to how viewing pornography can have a negative impact on their self image and sexual behaviour.</li> <li>5. The legal framework around accessing or sharing explicit content online</li> <li>6. Reasons for delaying sexual activity and how to clearly express their views on this.</li> </ol> <p><b>Living in the wider world</b></p> <ol style="list-style-type: none"> <li>1. About the importance of personal safety when online.</li> <li>2. About social issues in their local area and how to advocate for a local charity</li> <li>3. About government spending and the UK economy; including how tax is calculated and collected.</li> <li>4. How to begin their working life outside of school; including creating a CV and applying for jobs.</li> <li>5. About human responsibility towards their local and global community; including issues related to climate change.</li> </ol>	<p>sexual behaviours within these.</p> <ol style="list-style-type: none"> <li>3. How to identify negative and damaging behaviour in relationships including how to recognise different types of abuse in relationships.</li> <li>4. The legal status of marriage and other long-term relationships.</li> </ol> <p><b>Living in the wider world</b></p> <ol style="list-style-type: none"> <li>1. Different strategies to support their studies at A Level and beyond.</li> <li>2. The options available to them beyond A Level study, including investigating career prospects and how to apply for university.</li> <li>3. Why it is important to reflect on significant issues in society that may impact their life or the lives of others in the future.</li> <li>4. The range of financial responsibilities they may encounter in adult life including information about student loans, taxes, mortgages and credit cards and the implications of these.</li> </ol>
---	---	--

7. The function and structure of the UK government and how they can be politically engaged.		
---	--	--