



## Woodbrook Vale School Policy Document

# Relationships and Sex Education Policy (RSE)

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Review Date: Agreed Spring Term 2021

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## Contents

1. Aims .....	3
2. Statutory requirements .....	3
3. Policy development .....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE .....	3
7. Roles and responsibilities .....	4
8. Parents' right to withdraw .....	4
9. Training .....	4
10. Monitoring arrangements .....	4
Appendix 1: Curriculum map .....	5
Appendix 2: By the end of secondary school students should know .....	9
Appendix 3: Parent form: withdrawal from sex education within RSE .....	11

## 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
- 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

## 2. 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 Woodbrook Vale School we teach RSE as set out in this policy.

## 3. Policy development

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Student consultation – we investigated what exactly students want from their RSE. This consultation will be led by a Student Leader team.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account 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 don't seek answers online.

## 6. Delivery of RSE

RSE is taught within the Personal Development lessons, tutor time activities and through drop down days. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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 Appendices 1 and 2.

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from appropriate components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the appropriate 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.

Rebecca Moors, Assistant Headteacher, is responsible for the oversight of Personal Development and RSE curriculum at Woodbrook Vale School.

### **7.4 Students**

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

## **8. 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.

The Headteacher will contact the parents in writing in response to their request to withdraw. Alternative work will be given to students who are withdrawn from sex education.

## **9. Training**

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

The Headteacher 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Rebecca Moors, Assistant Headteacher through: Learning walks, book scrutiny, student and staff voice.

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

This policy will be reviewed by Rebecca Moors, Assistant Headteacher annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	<p><b>Personal Development Lessons</b></p> <p>Managing relationships-an introduction</p> <ul style="list-style-type: none"> <li>• Friendships-maintaining good ones and avoiding toxic ones</li> <li>• Bullying or banter?</li> <li>• Online Bullying</li> <li>• Safe and positive friendships</li> <li>• Romance love, new feelings and teen relationships</li> <li>• Sexting and image share danger</li> <li>• Male body image</li> <li>• Domestic conflict</li> <li>• Teen pregnancy</li> <li>• Stereotypes and prejudice</li> <li>• Homophobia</li> <li>• Avoiding online groomers</li> <li>• Child Sexual Exploitation</li> <li>• Abusive relationships</li> </ul> <p><b>Science Lessons</b></p> <ul style="list-style-type: none"> <li>• Adolescence</li> <li>• Reproductive Systems</li> <li>• Fertilisation and implantation</li> <li>• Development of a foetus</li> <li>• The menstrual cycle</li> </ul> <p><b>RC – These are approached in a thematic way and each of the key religions are looked at.</b></p> <ul style="list-style-type: none"> <li>• Beliefs</li> </ul> <p><b>Computing Lessons</b></p> <p><b>E-safety SoW</b></p> <ul style="list-style-type: none"> <li>• Cyber bullying</li> <li>• Online Stanger danger</li> <li>• Email scams - Phishing emails</li> <li>• Protecting personal Information.</li> </ul> <p><b>E-safety Assemblies – Using Social Media safely and effectively</b></p>

Year 8	<p>Personal Development Tutor Time</p> <ul style="list-style-type: none"> <li>• FGM</li> <li>• Consent</li> <li>• Contraception</li> <li>• Dangers of pornography</li> <li>• STIs</li> </ul> <p><b>Drop Down Days</b> Drop down day delivered by the Police focusing on safe relationships and keeping safe online. Details of the date are to be confirmed.</p> <p><b>Year 8 RC – This is based on ethics and gets students to think about moral issues.</b></p> <ul style="list-style-type: none"> <li>• Prejudice and Discrimination</li> </ul> <p><b>E-safety Assemblies – Using Social Media safely and effectively</b></p>
Year 9	<p><b>Drop Down Days</b> Drop down day focussing on safe relationships and leeing safe online, details of the day to be confirmed</p> <p><b>Science Lessons</b> Reproduction, variation and evolution, genetics and evolution</p> <ul style="list-style-type: none"> <li>• Male and female sex cells</li> <li>• Structures of male and female reproductive systems</li> <li>• Body changes in puberty</li> <li>• Hormones</li> <li>• Menstrual cycle</li> <li>• Contraception methods</li> <li>• Genetic crosses and variation</li> <li>• IVF</li> <li>• Cloning</li> <li>• Genetic disorders</li> <li>• Selective breeding</li> </ul> <p><b>Year 9 RC - This is based on ethics and gets students to think about moral issues.</b></p> <ul style="list-style-type: none"> <li>• Religion and Relationships</li> <li>• Religion and Identity</li> </ul> <p><b>E-safety Assemblies – Mental Health and your digital Life</b></p>

Year 10

**Personal Development delivered in Tutor Time**

- Conflict management
- Forced and arranged marriages
- Harassment and stalking
- Revenge porn
- Relationships and role models
- Same sex relationships
- Gender and trans identity
- Community cohesion
- Sexism
- Parenting

**Science Lessons**

Reproduction, variation and evolution, genetics and evolution

- Male and female sex cells
- Structures of male and female reproductive systems
- Body changes in puberty
- Hormones
- Menstrual cycle
- Contraception methods
- Genetic crosses and variation
- IVF
- Cloning
- Genetic disorders
- Selective breeding

**Computer Science Lessons**

- Ethical issues surrounding artificial intelligence
- Robotics and the new work force
- Computer Science & Health Care Industry

**E-safety Assemblies – Mental Health and your digital Life**

Year 11

**Personal Development Lessons**

- Bullying and Body Shaming
- Types of relationship
- Consent rape and sexual abuse
- What is good sex
- Safe sex and chem sex
- Relationships and break ups
- Happiness and positivity

**Science Lessons**

Reproduction, variation and evolution, genetics and evolution

- Male and female sex cells
- Structures of male and female reproductive systems
- Body changes in puberty
- Hormones
- Menstrual cycle
- Contraception methods
- Genetic crosses and variation
- IVF
- Cloning
- Genetic disorders
- Selective breeding

**E-safety Assemblies – Managing your own personal data.**



## Appendix 2: 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> </ul> <p>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</p>
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> </ul> <p>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</p>
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> </ul>

	<ul style="list-style-type: none"> <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> </ul> <p>How information and data is generated, collected, shared and used online</p>
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> </ul> <p>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)</p>
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> </ul> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

### 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	