

Relationships and Sex Education (RSE) Policy

(from Sept 2020)

The Warwick School



Approved by: [Headteacher]

Date: [June 2020]

Last reviewed on: [June 2020]

Next review due by: [June 2023]

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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
- Create a positive culture around issues of sexuality and relationships, and to develop the skills to discuss these with sensitivity
- Prepare students for puberty, and give them an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene
- Help students develop feelings of self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others
- Prepare students to make informed, reasoned and responsible choices and develop a strong moral code
- Teach students the correct vocabulary to describe themselves and their bodies
- Promote a healthy lifestyle
- Support students to demonstrate these aims 'Every Lessons, Every Day'

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 The Warwick School we teach RSE as set out in this policy.

3 Policy development

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

1. Review – the Assistant Headteacher – Quality of Inclusion pulled together all relevant information including relevant national and local guidance and is displayed on the school website (to be updated after consultation phase)
2. Faculty Audit – all Heads of Faculty were asked to complete an audit of the Departments and Subject Areas within their Faculty reviewing the statutory elements of the DfE guidance regarding Relationships and Sex Education (RSE). They were asked to rate from 1 to 3 on a Likert Scale (1 = not taught at all; 2 = partially taught; 3 = taught in depth). This will be used to develop the curriculum throughout the academic year 2021-22
3. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations. Staff were also sent a survey regarding the delivering of RSE and PSHE (Personal, Social, Health and Economic Education)
4. Parent/Carer Consultation – parents/carers were sent a Microsoft Sway document detailing the changes to the policy; specific details regarding the changes to right to withdraw, and an overview of the topics to be covered
5. Student Consultation – through the use of a survey, students were asked about specific elements of the RSE and PSHE curriculum, and given the opportunity to share their wider views on these areas
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4 Definition

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. At The Warwick School, RSE is not about the promotion of sexual activity but a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum

5 Curriculum

Our curriculum ensures that every student is guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).

Our wider Personal Development curriculum is set out as per Appendix 1. The section in red focus on Relationships and demonstrate where the RSE elements will be taught. We may need to adapt it as and when necessary but all Year Groups will have one term each focused on the delivery of the RSE elements of the curriculum. This curriculum indicates the topics covered by each Year Group across the five years of their education with us at The Warwick School.

We have developed the curriculum in consultation with parents/carers, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online. Any safeguarding concerns will be reported following the usual school procedures.

6 Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This is delivered by Tutors once a week for 30 minutes each. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) at Key Stage 3 as part of Philosophy and Ethics (PX) at Key Stage 4. Further time to explore and develop thinking about these ideas is a key features of the RSE 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.

For more information about our RSE curriculum and specifically, the statutory requirements set out by the DfE, see Appendix 2. The Warwick School curriculum has been developed with these at the forefront to ensure all aspects are covered in sufficient detail across the five years of education that students are with us.

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, LGBTQI+ parents/carers, families headed by grandparents/carers, adoptive parents/carers, 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).

The Warwick School has built, maintains and seeks to extend links with relevant external expert agencies to support the programme, including but not limited to, Surrey Police, Relate, Samaritans, health service providers and commercial companies.

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 non-statutory components of RSE (see Section 8 and Appendix 3).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress through reflection on topics within the Core Themes (Health and Wellbeing, Relationships and Living in the Wider World)
- Responding to the needs of individual students
- Responding appropriately to students whose parents/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 their Line Manager in the first instance. Such cases can then be brought to the attention of the Headteacher. Training will be offered to staff through various sources throughout the year to ensure they are confident to deliver these topics.

The staff responsible for teaching RSE at The Warwick School are: all Tutors from Year 7 to Year 11.

7.4 Students

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

Feedback from local primary schools, and generally regarding primary curriculum delivery of RSE, informs us that the delivery of the RSE curriculum will be mixed for Year 6 due to the Covid-19 pandemic. Therefore, this has been considered as part of the curriculum planning to ensure students who will be joining our Year 7 cohort in September 2020 are not disadvantaged and will receive a full education regarding RSE through our broad and balanced wider curriculum.

8 Parents/carers' right to withdraw

Parents/carers have the right to withdraw their children from the **non-statutory** components of sex education within RSE up to and until three 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/carers and take appropriate action. 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 (CPD) calendar. Regular opportunities to refresh their knowledge will also be provided through Top-Up Teaching sessions. Staff should speak to their Line Manager about any training needs they have regarding the teaching of RSE, who in turn should liaise with the Assistant Headteacher – Quality of Inclusion and Assistant Headteacher – Teaching and Learning. Visitors from outside the school will also be invited, 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 Ariana Akhavan, Assistant Headteacher – Quality of Inclusion through: regular liaison with the Assistant Headteacher – Teaching and Learning for CPD needs; Tutors and Heads of Year for content planning and delivery. Learning Walks are conducted to review the quality of planning and delivery.

Students' development in RSE is monitored by Tutors and Heads of Year as part of our internal assessment systems. RSE (as part of PSHE) is assessed through reflection based activities which will aim to address misconceptions, specifically regarding complicated or sensitive topics.

This policy will be reviewed by Ariana Akhavan, Assistant Headteacher – Quality of Inclusion annually. At every review, the policy will be approved by The Warwick School Full Governing Board.

Appendix 1 KS3 curriculum map

Relationships and sex education curriculum map – please see Relationships section (colour coded in red)

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Health and Wellbeing</p> <p>Transition and safety Transition to secondary school; personal safety in and outside school; basic first aid</p>	<p>Relationships</p> <p>Diversity Diversity, prejudice and bullying</p>	<p>Health and Wellbeing</p> <p>Health and Puberty Healthy routines, influences on health, puberty, unwanted contact and FGM</p>	<p>Relationships</p> <p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p>Living in the Wider World</p> <p>Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</p>	<p>Living in the Wider World</p> <p>Financial decision making Saving, borrowing, budgeting and making financial choices</p>
Year 8	<p>Health and Wellbeing</p> <p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Relationships</p> <p>Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Health and Wellbeing</p> <p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p>	<p>Relationships</p> <p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p>Living in the Wider World</p> <p>Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>Living in the Wider World</p> <p>Digital literacy Online safety, digital literacy, media reliability and gambling hooks</p>
Year 9	<p>Health and Wellbeing</p> <p>Healthy lifestyle Diet, exercise, lifestyle balance and health choices, first aid</p>	<p>Relationships</p> <p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Living in the Wider World</p> <p>Setting goals Learning strengths, career options and part of GCSE options process</p>	<p>Living in the Wider World</p> <p>Employability skills Employability and online presence</p>	<p>Health and Wellbeing</p> <p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Relationships</p> <p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>

Appendix 1 KS4 curriculum map

Relationships and sex education curriculum map – please see Relationships section (colour coded in red)

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Living in the Wider World</p> <p>Careers and Employability Careers events, volunteering, WEX, employability skills</p>	<p>Health and Wellbeing</p> <p>Mental health Mental health and ill health, stigma, safeguarding health, including periods of transition or change</p>	<p>Relationships</p> <p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Health and Wellbeing</p> <p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p>	<p>Relationships</p> <p>Addressing extremism and radicalism Communities, belonging and challenging extremism</p>	<p>Living in the Wider World</p> <p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>
Year 11	<p>Living in the Wider World</p> <p>Next steps – applications, CV writing, etc Applications processes, and skills for further education, employment and career progression</p>	<p>Living in the Wider World</p> <p>Mock Interviews, Mock Exams</p> <p>Health and Wellbeing</p> <p>Building for the future Self-efficacy, stress management, and future opportunities</p>	<p>Health and Wellbeing</p> <p>Independence Responsible health choices, and safety in independent contexts</p>	<p>Relationships</p> <p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Relationships</p> <p>Families Different families and parental responsibilities, pregnancy, marriage and changing relationships</p>	X

Appendix 2 By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
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/carers 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 • 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

TOPIC	STUDENTS SHOULD KNOW
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)

TOPIC	STUDENTS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<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 • 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 (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 • About the prevalence of some STIs, 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

Appendix 3 Parent/ Carer Form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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/ carers (including what the student will do instead)	