

RELATIONSHIPS AND SEX EDUCATION POLICY

This policy is applicable to all students, staff and parents of The Wellington Academy.

DOCUMENT CONTROL

Responsible position:	Approved by:
Deputy Head	Headteacher
Version number:	Date approved:
1.0	March 2021
Review Period:	Next review date:
1 year	March 2022

RELATED POLICIES AND DOCUMENTS

REVISION RECORD

Date	Version	Revision Description

Contents

1	Aims	2
2	Statutory requirements	2
3	Policy development	2
4	Definition	2
5	Curriculum	2
6	Delivery of RSE	3
7	Roles and responsibilities	3
8	Training	4
9	Monitoring arrangements	4
	Appendix 1	5
	Appendix 2: By the end of secondary school students should know	12
	Appendix 3: Parent form: withdrawal from sex education within RSE	15

1. Aims

The aims of relationships and sex education (RSE) at The Wellington Academy 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 the Wellington Academy 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 relevant national and local guidance.
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. Pupil consultation – we investigated what exactly students want from their RSE.
5. 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, 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 they are fully informed and do not seek answers online.

6. Delivery of RSE

RSE is taught within the Sub curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.

For more information about our RSE curriculum, see Appendices 1 and 2.

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 non-statutory/non-science 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 non-statutory/non-science 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.

Staff responsible for teaching RSE are primarily the Tutors across all Key Stages and when required subject teachers where RSE is embedded in the curriculum.

7.4 Students

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

7.5 Parental 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 pupil'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.

8. Training

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

External visitors are invited from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the Sub Curriculum Lead and Heads of Year. The curriculum is regularly reviewed, and Schemes of Learning amended to ensure all key points are covered. Regular QA walks completed by HOY / SLT / Sub Curriculum Lead ensure delivery is consistent and in line with SOL and planning.

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Seven	One	<p>Respectful relationships, including friendships: Self Concept</p> <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 	<p>Teacher PowerPoint Student activities Discussion based tasks.</p>
	Three	<p>Respectful relationships, including friendships: Relationships – Positive Relationships</p> <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 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) <p>Families – Relationships – Positive Relationships</p> <ul style="list-style-type: none"> 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 	<p>Teacher PowerPoint Student activities Discussion based tasks. PD day – exploring self-concept and perception of others.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Four	<p>Online and Media: Health and wellbeing: Managing Risk and Personal Safety</p> <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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • How information and data is generated, collected, shared and used online 	<p>Teacher PowerPoint Student activities Discussion based tasks.</p>
	Six	<p>Being safe – Health and Wellbeing – Health related decisions</p> <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. FGM Assembly 	<p>Assembly to whole year group</p>
Eight	One	<p>Respectful relationships, including friendships: Self Concept</p> <p>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</p>	<p>Teacher PowerPoint Student activities Discussion based tasks.</p>
	Two	<p>Being safe – Health and Wellbeing – Health related decisions</p> <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. FGM Assembly 	<p>Assembly to whole year group</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Four	<p>Families - Forming and maintaining positive relationships</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting 	<p>Teacher PowerPoint</p> <p>Student activities</p> <p>Discussion based tasks.</p>
	Five	<p>Online and Media: Health and wellbeing: Managing Risk and Personal Safety</p> <ul style="list-style-type: none"> • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content 	<p>Teacher PowerPoint</p> <p>Student activities</p> <p>Discussion based tasks.</p>
Nine	One	<p>Respectful relationships, including friendships:</p> <p>Self Concept</p> <p>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</p>	<p>Teacher PowerPoint</p> <p>Student activities</p> <p>Discussion based tasks.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Two	<p>Intimate and sexual relationships, including sexual health: Relationships – Consent, contraception and parenthood.</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 • 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) <p>Online and Media – Consent</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Teacher PowerPoint Student activities Discussion based tasks. External speakers</p>
	Three	<p>Online and Media: Health and wellbeing: Managing Risk and Personal Safety</p> <ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour 	<p>Teacher PowerPoint Student activities Discussion based tasks.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Six	<p>Being safe – Health and Wellbeing – Health related decisions</p> <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. FGM Assembly 	Assembly to whole year group
Ten	One	<p>Respectful relationships, including friendships: Self Concept</p> <p>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</p>	Teacher PowerPoint Student activities Discussion based tasks.
	Two	<p>Online and Media: Health and wellbeing: Managing Risk and Personal Safety</p> <ul style="list-style-type: none"> 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 	Teacher PowerPoint Student activities Discussion based tasks.
	Four	<p>Respectful relationships, including friendships: Relationships – Social Influences</p> <ul style="list-style-type: none"> 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 That some types of behaviour within relationships are criminal, including violent behaviour and coercive control 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 	Teacher PowerPoint Student activities Discussion based tasks.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Five	<p>Being safe – Health and Wellbeing – Health related decisions</p> <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. FGM Assembly 	Assembly to whole year group
Eleven	One	<p>Respectful relationships, including friendships: Self Concept</p> <p>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</p>	Teacher PowerPoint Student activities Discussion based tasks.
	Three	<p>Being safe – Health and Wellbeing – Health related decisions</p> <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. FGM Assembly 	Assembly to whole year group

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Four	<p>Intimate and sexual relationships, including sexual health – Health and Wellbeing – 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 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 	<p>Teacher PowerPoint Student activities Discussion based tasks.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Five	<p>Families: Relationships: Relationship Values</p> <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 <p>Respectful relationships, including friendships: Relationship Values</p> <ul style="list-style-type: none"> • 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 	<p>Teacher PowerPoint Student activities Discussion based tasks.</p>

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 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

TOPIC	STUDENTS SHOULD KNOW
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
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

TOPIC	STUDENTS SHOULD KNOW
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)
Intimate and sexual relationships, including sexual health	<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 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	