

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
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RELATED POLICIES AND DOCUMENTS

REVISION RECORD

Date	Version	Revision Description
April 22	1.1	Updated and revised curriculum map
April 23	1.2	Updated topics and information
September 24	1.3	Updated with topics, delivery information and examples

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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 Values 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 Values 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 / Values 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
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KS3	TWO	<p>Sexual Education</p> <ul style="list-style-type: none"> • to recognise that sexual attraction and sexuality are diverse • how the media portrays relationships and the potential impact of this on people’s expectations of relationships • that the portrayal of sex in the media and social media can affect people’s expectations of relationships and sex • to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships • that everyone has the choice to delay sex, or to enjoy intimacy without sex • that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances • about the law relating to sexual consent • how to seek, give, not give and withdraw consent (in all contexts, including online) • that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected • to gauge readiness for sexual intimacy • the impact of sharing sexual images of others without consent • how to manage any request or pressure to share an image of themselves or others, and how to get help • that intimate relationships should be pleasurable • the communication and negotiation skills necessary for contraceptive use in healthy relationships 	<p>Teacher PowerPoint Student booklet Student activities Discussion based tasks</p>
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		<ul style="list-style-type: none"> • the risks related to unprotected sex • the consequences of unintended pregnancy, sources of support and the options available • the roles and responsibilities of parents, carers and children in families • the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children <p>Year 7 topics: What Happens During Puberty, Growing up – Physical and Mental Changes, Understanding Menstruation, Consent</p> <p>Year 8 topics: Consent – What is it and why is it essential?, Understanding Menstruation, Religious Views on Sex, Religious Views on Contraception</p> <p>Year 9 topics: Practising Safe Sex, Sex, Relationships and the Media, Sex and Consent Online (online safety), FGM – facts and risks</p>	
KS3	FOUR	<p>Respectful Relationships</p> <ul style="list-style-type: none"> • about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • indicators of positive, healthy relationships and unhealthy relationships, including online • about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation • the difference between biological sex, gender identity and sexual orientation • that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion • to clarify and develop personal values in friendships, love and sexual relationships • the importance of trust in relationships and the behaviours that can undermine or build trust • how to safely and responsibly form, maintain and manage positive relationships, including online • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) • to further develop and rehearse the skills of team working 	<p>Teacher PowerPoint</p> <p>Student booklet</p> <p>Student activities</p> <p>Discussion based tasks</p>

		<ul style="list-style-type: none">• to further develop the skills of active listening, clear communication, negotiation and	
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		<p>compromise</p> <ul style="list-style-type: none">• strategies to identify and reduce risk from people online that they do not already know; when and how to access help• to manage the strong feelings that relationships can cause (including sexual attraction)• to develop conflict management skills and strategies to reconcile after disagreements• to manage the influence of drugs and alcohol on decision-making within relationships and social situations• how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	
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- the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support
- the services available to support healthy relationships and manage unhealthy relationships, and how to access them
- the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- the impact of stereotyping, prejudice and discrimination on individuals and relationships
- about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- the need to promote inclusion and challenge discrimination, and how to do so safely, including online
- to recognise peer influence and to develop strategies for managing it, including online
- the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- that the need for peer approval can generate feelings of pressure and lead to increased risktaking; strategies to manage this

		<ul style="list-style-type: none"> • about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours • strategies to manage pressure to join a gang, exit strategies and how to access appropriate support • motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapons <p>Year 7 topics: What is Diversity?, What Makes a Healthy Relationship?, Recognising and Preventing Bullying, Coping with Change – Bereavement, Divorce and Separation</p> <p>Year 8 topics: Social influences – tackling peer pressure, Social influences – young people and gangs, Challenging Gender Stereotypes, Overcoming conflict and finding forgiveness, Understanding marriage</p> <p>Year 9 topics: Relationships and conflicts, Spotting unhealthy and abusive relationships, What is good communication?, Family life – parenthood and caring</p>	
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KS4	TWO	<p>Sexual Education</p> <ul style="list-style-type: none"> • the role of pleasure in intimate relationships, including orgasms • about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them • to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours • to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values • about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online • to recognise the impact of drugs and alcohol on choices and sexual behaviour • the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple • to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences • how to choose and access appropriate contraception (including emergency contraception) and 	<p>Teacher PowerPoint Student booklet Student activities Discussion based tasks</p>
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		<p>negotiate contraception use with a partner</p> <ul style="list-style-type: none"> • the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support • the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families • the reasons why people choose to adopt/foster children • about the current legal position on abortion and the range of beliefs and opinions about it • to recognise when others are using manipulation, persuasion or coercion and how to respond <p>Year 10 topics: Sexuality: Coming Out, Understanding Pregnancy, Choosing and Accessing Contraception, Religious Views on Pregnancy/Abortion</p> <p>Year 11 topics: Understanding Consent, Preventing and Treating STIs, Understanding Pornography, Sexual Education Summary</p>	
KS4	FOUR	<p>Respectful Relationships</p> <ul style="list-style-type: none"> • the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality • to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary • the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships • the legal rights, responsibilities and protections provided by the Equality Act 2010 • strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed • to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours • strategies to manage the strong emotions associated with the different stages of relationships 	<p>Teacher PowerPoint Student booklet Student activities Discussion based tasks</p>

		<ul style="list-style-type: none">• to safely and responsibly manage changes in personal relationships including the ending of relationships	
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- ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
- the legal and ethical responsibilities people have in relation to online aspects of relationships
- to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- ways to access information and support for relationships including those experiencing difficulties
- about the concept of consent in maturing relationships
- the law relating to abuse in relationships, including coercive control and online harassment
- to recognise when a relationship is abusive and strategies to manage this
- the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
- strategies to challenge all forms of prejudice and discrimination
- to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
- skills to support younger peers when in positions of influence
- to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
- factors which contribute to young people becoming involved in serious organised crime, including cybercrime

		<p>Year 10 topics: Changing relationships – managing your feelings, Navigating social influences and pressure, The impacts of relationships, Challenging Prejudice and Discrimination, Antisocial Behaviour</p>	
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Examples:

Year 7 session on consent:

Tommy

Tommy was riding the bus with his mum and his sister. Tommy liked to sit by the window, so he sat behind his mum and his sister's seats. After five minutes, a man came and sat in the space next to Tommy. The man seemed to also want to look out of the window. Tommy had a strange feeling of being uncomfortable. The man seemed to be leaning towards the window, a bit too close to Tommy. Tommy could feel the man leaning against him, pushing him a little. Tommy wanted to get out of the situation right now.





Is this person's space being invaded?
 Why might they feel uncomfortable?
 Has the young person given consent for them to be this close or touch them?
 What could this young person say or do to be clear that they are uncomfortable?
 Do they need to take further action? What might that be?

Year 11 session on pornography:

Pornography: reasons and risks



 Why might people watch pornography?	 What are the potential negative consequences of watching pornography?
In a UK study, 45% of young people who had watched pornography said they did so to learn about sex.	If the person watching has some sexual experience, it can be easier to judge whether what they've watched is realistic or not.
But if pornography is someone's first introduction to sex, they might internalise unrealistic ideas about sex and relationships.	

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
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
	<ul style="list-style-type: none"> 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)

<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
	<ul style="list-style-type: none"> • 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	

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