

WILMSLOW HIGH SCHOOL

Relationships and Sex Education Policy

Policy adopted	February 2021 - Learning & Student Support Committee
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Next review date	Autumn 2023 – in the light of operational experience and scheduled DfE review
Leadership owners	Deputy Headteacher, Personal Development & Community Assistant Headteacher, Wider Curriculum and SMSC
Policy approval	Headteacher
Governing Board Committee link	Learning and Student Support

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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
- > 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

These aims are closely aligned to the school's 'PRIDE' values: Professionalism, Respect, Integrity, Determination and Empathy.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Revised Department for Education statutory guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf states that from September 2020 all schools must deliver relationships and sex education in secondary schools. The parental right to withdraw remains in secondary education for aspects of sex education which are not part of the science curriculum.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Wilmslow High School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed and agreed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – staff working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all 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 review and comment on the policy
4. Student consultation – students were given the opportunity to review the policy and to say what they want from their RSE provision
5. Governing Board (GB) consideration – the GB followed the processes it has adopted for the review and determination of policies.
6. The senior leaders responsible for this policy reviewed the consultation feedback to inform the policy submitted for Head teacher approval.

4. Definition, rationale and ethos

This policy covers our school's approach to the teaching of RSE.

We define RSE as being 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.

We believe relationships and sex education is important for our students as this powerful knowledge is central to our Wider Curriculum programme, which supports students to become healthy, safe and respectful members of society, who are able to make informed and confident decisions about life choices.

A vital part of a student's education is a strong home-school partnership, so we need parents/carers to understand what we are delivering in school so that these messages can be further reinforced and explored within the home.

We ensure that RSE is inclusive and meets the needs of all of our students, including those with special educational needs and disabilities. We also ensure that RSE lessons support the Protected Characteristics and foster gender equality and LGBT+ equality.

5. Curriculum

Our RSE programme of study (Wellbeing curriculum map overview) is set out in the document below but we may need to adapt it as and when necessary:

<https://www.wilmslowhigh.com/wp-content/uploads/2020/10/Wellbeing-RSE-Curriculum-Overview.pdf>

The curriculum will be further developed 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 that students can be informed through discussion with educational professionals rather than seeking answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum; we refer to this as our Wider Curriculum Powerful Knowledge lessons. These lessons are timetabled every Tuesday morning period 1, on a Week B (one hour lesson per fortnight). Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in Key Stage 3 in religious education (RE).

Students also receive stand-alone sex education sessions delivered by trained health professionals and form tutors.

Students will be encouraged to be active, empathetic and respectful contributors during lessons and to reflect upon their own learning and progress.

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

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).

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaption needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We will not:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Governing Board (GB)

The current RSE Statutory Guidance includes the following section on the role and responsibilities of the governing board:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements#governors>

This policy sets out the GB will carry out its role and responsibilities by:

- Approving the RSE policy development process
- Tasking the headteacher with approving the developed policy and ensuring it is implemented
- Receiving strategic level reports on the impact of the policy through the Headteacher Report process
- Allocating RSE to the remit of the Learning and Student Support Committee of the Governing Board

8.2 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-science components of RSE (see section 8).

8.3 Staff

Teaching staff (form tutors) 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- science components of RSE

Some lesson delivery may require the support or input of an external speaker or health professional.

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.

The Assistant Headteacher, Personal Development and Community is the member of the Senior Leadership Team who has responsibility for students' Personal Development and the delivery of the Wider Curriculum.

The Senior Leader, Wider Curriculum and Partnership, is the member of the Extended Leadership Team who has responsibility for the school's Wider Curriculum Powerful Knowledge programme (PHSE curriculum).

8.4 Students

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 and emailed to RSE@wilmslowhigh.com. Parents should include their child's name, form group and the reason for why they would like their child withdrawn.

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.

Alternative work will be given to students who are withdrawn from sex education.

10. 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.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the relevant safeguarding lead person if they have any concerns.

11. Monitoring arrangements

The delivery of RSE is monitored by the Wider Curriculum Team through lesson walks and observations.

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

This policy will be reviewed annually by the Deputy Headteacher, Personal Development and Community, and the Assistant Headteacher, Wider Curriculum and SMSC

This review will feed into the Headteacher Report to the Full Governing Board.

It is noted that the DfE plan to review the RSE Statutory Guidance 3 years from first required teaching (September 2020) and every 3 years after that point.