

# Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

## Relationships and Sex Education Policy

**Updated:** September 2024

**Review Date:** September 2025



# Wellington School



<b>Policy Title</b>	<b>Relationships and Sex Education Policy</b>
---------------------	---

<b><i>Date of Update</i></b>	<b>September 2024</b>
<b><i>Review Date</i></b>	<b>September 2025</b>
<b><i>Status</i></b>	<b>Statutory</b>
<b><i>Member of SLT Responsible</i></b>	<b>L Stephens L Taylor-Crooke</b>

## Contents

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

---

### 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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

All of the above aligns coherently with the overall school aims:

- create happy and successful young people
- enable all students to be the best they can be
- fulfil the academic potential of ALL our students
- develop the skills and attributes (character) in our students to live and work in tomorrow's global society
- instil the values and morals to be able to contribute to our community and beyond

### 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils 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 Wellington School we teach RSE as set out in this policy.

### **3. Definition**

RSE is about the emotional, social and cultural development of pupils, 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.

### **4. Curriculum**

Our curriculum covers content as per Appendix 1 (pages 6-9) but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

### **5. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional during our timetabled themed days during KS4 curriculum time.

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 Appendix 1.

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. Roles and responsibilities**

### **6.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

### **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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.

Teachers responsible for the delivery of Relationships and Sex education are:

L Taylor-Crooke (Designated Mental Health Lead and PSHE coordinator)

E Swords (Head of Social Science Dept)

N Jennings (Teacher of PSHE)

F Bousfied (Teacher of PSHE)

D Murphy (Teacher of PSHE)

RE staff

Science staff

All tutors across KS3, KS4 and KS5.

### **6.4 Pupils**

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

## **7. 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 2 (page 10) of this policy and addressed to L Taylor-Crooke (Designated Mental Health and Wellbeing Lead) and at [lcrooke@wellington.trafford.sch.uk](mailto:lcrooke@wellington.trafford.sch.uk).

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 pupils 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.

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.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by L Taylor-Crooke through:

Learning walks, pupil voice activities, work scrutinies, staff voice.

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

This policy will be reviewed by L Taylor-Crooke annually. At every review, the policy will be approved by the governing board/ the headteacher.

### Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW	WHEN/SOW THIS IS TAUGHT IN
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> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• YEAR 7 SOW-RELATIONSHIPS (SPRING TERM)</li> <li>• YEAR 8 SOW- RELATIONSHIPS (SPRING TERM)</li> <li>• YEAR 9 SOW- RELATIONSHIPS (SPRING TERM)</li> <li>• YEAR 10 TUTOR PROGRAMME C4L (SPRING TERM)</li> <li>• YEAR 10 REP- RELATIONSHIPS AND FAMILY (AUTUMN AND SPRING TERMS)</li> <li>• 6<sup>TH</sup> FORM C4L (AUTUMN AND SPRING TERMS)</li> <li>• Ks3 TUTOR PROGRAMME C4L</li> </ul>

TOPIC	PUPILS SHOULD KNOW	WHEN/SOW THIS IS TAUGHT IN
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> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• YEAR 7 SOW-RELATIONSHIPS (SPRING term)</li> <li>• YEAR 8 SOW- RELATIONSHIPS (SPRING term)</li> <li>• YEAR 9 SOW- RELATIONSHIPS (SPRING term)</li> <li>• YEAR 7 REP – PREJUDICE AND DISCRIMINATION (Autumn term)</li> <li>• YEAR 9 PSHE RSE SOW- POWER AND CONSENT (summer term)</li> <li>• KS3 TUTOR PROGRAMME C4L</li> <li>• PREJUDICE TUTOR SESSIONS</li> <li>• YEAR 10 TUTOR PROGRAMME C4L (SPRING term)</li> <li>• YEAR 10 REP – GENDER EQUALITY (Spring Term)</li> <li>• 6<sup>TH</sup> FORM C4L (SPRING TERM)</li> </ul>



TOPIC	PUPILS SHOULD KNOW	WHEN/SOW THIS IS TAUGHT IN
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> <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> <li>• How information and data is generated, collected, shared and used online</li> </ul>	<ul style="list-style-type: none"> <li>• YEAR 7 SOW-RELATIONSHIPS (AUTUMN TERM)</li> <li>• YEAR 8 SOW- RELATIONSHIPS (SPRING term)</li> <li>• YEAR 9 SOW- RELATIONSHIPS (SPRING term)</li> <li>• KS3 TUTOR PROGRAMME C4L</li> <li>• YEAR 10 TUTOR PROGRAMME C4L (SPRING term)</li> <li>• 6<sup>TH</sup> FORM C4L (SPRING AND SUMMER TERMS (YR 12) SPRING TERM (YR13))</li> </ul>
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> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• YEAR 7 SOW-HEALTH AND WELLBEING (AUTUMN TERM) (ONLY FGM)</li> <li>• YEAR 8 SOW- RELATIONSHIPS (SPRING TERM)</li> <li>• YEAR 9 SOW- RELATIONSHIPS (SPRING TERM)</li> <li>• KS3 TUTOR PROGRAMME C4L</li> <li>• YEAR 10 TUTOR PROGRAMME C4L (SPRING TERM)</li> <li>• 6<sup>TH</sup> FORM C4L (AUTUMN AND SPRING TERMS)</li> </ul>

TOPIC	PUPILS SHOULD KNOW	WHEN/SOW THIS IS TAUGHT IN
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> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>	<ul style="list-style-type: none"> <li>• YEAR 7 SOW-HEALTH AND WELLBEING (AUTUMN TERM) RELATIONSHIPS (SPRING TERM)</li> <li>• YEAR 8 SOW- HEALTH AND WELLBEING (AUTUMN TERM) RELATIONSHIPS (SPRING TERM)</li> <li>• YEAR 9 SOW- HEALTH AND WELLBEING (AUTUMN TERM) RELATIONSHIPS (SPRING TERM)</li> <li>• KS3 9 TUTOR PROGRAMME C4L</li> <li>• YEAR 10 TUTOR PROGRAMME C4L (SPRING AND SUMMER TERMS)</li> <li>• YEAR 10 REP- RELATIONSHIPS AND FAMILY (ATUMN AND SPRING TERMS)</li> <li>• 6<sup>TH</sup> FORM C4L (AUTUMN AND SPRING TERMS)</li> <li>• YEAR 7 SCIENCE (BIOLOGY) (autumn term- 'it's all about you topic)</li> <li>• YEAR 11 SCIENCE (BIOLOGY) (autumn term hormones topic)</li> <li>• YEAR 10 SCIENCE (BIOLOGY) (summer term health and disease topic)</li> <li>• YEAR 9 REP- BUDDHISM (autumn term) CHRISTIANITY (spring term) HUMANISM (summer term)</li> </ul>

## Appendix 2: 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	