



Winifred Holtby

Academy Trust

Aspiration | Achievement | Respect

Relationships and Sex Education (RSE) and Policy

Policy Control Table			
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Winifred Holtby Academy



Relationships and Sex Education (RSE) Policy

Achievement Aspiration Respect

Vision:

The Academy provides a safe and welcoming environment that supports and encourages an ethos of **Aspiration. Achievement. Respect.**

We will be the Academy of choice for students, parents, carers and staff through academic excellence. All students will make positive progress which will enable freedom of choice for their progression beyond the Academy. By working in partnership with parents, carers and the wider community we will ensure that students leave Winifred Holtby Academy as independent and resilient individuals.

We are determined to deliver continuous improvement by achieving excellence in all that we do. Our students will be proud of their outcomes, safe and confident in the knowledge that they are equipped with the skills required for life, future learning and employment.

We will embrace diversity through mutual respect for each other and an understanding of our differences. Students are expected to make an active, positive contribution to Academy life and beyond. Winifred Holtby Academy’s positive reputation will ensure that we are a valued member of the community we serve.

‘Achieving excellence in all that we do’

Aims and Values

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Relationships and Sex Education and Health Education are taught in this school as statutory subjects. Through an integrated PSHE programme of work.

Relationships and Sex Education make a significant contribution to the school’s legal duties under the Academies Act 2010 to provide a broad and balanced curriculum which:

- promote the spiritual, moral, social cultural mental and physical development of students at the school and of society, and
- prepares students for the opportunities, responsibilities and experiences of adult life

It is taught in the context of the following aspects of our school values / mission statement...

Relationships and Sex Education is defined by the PSHE Association as ‘learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health’. This content is delivered in an age appropriate way in our school with regard to the age and stage of students.

The **aim/ intention** of Relationships and Sex Education in our school is to equip children and young people, through providing a framework in which sensitive discussions can take place, with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility and make well informed decisions, regarding their physical, sexual and emotional health and wellbeing.

We recognise the central importance of relationships in supporting children and young people’s mental health and wellbeing, academic achievement and future success.

Our programme also aims to support students in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our students.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships. RSE relates to the schools core value of respect, with equality and dignity, which form the foundation of any healthy relationship.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships and we aim to create a positive culture around issues of sexuality and relationships

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that students know how to keep themselves and their personal information safe.

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Legislation

We are required to teach RSE as part of Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, that states from September 2020, all schools must deliver relationships and sex education (RSE) in secondary schools. The parental right to withdraw students from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

What is Sex and Relationship Education?

We define relationships and sex education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. RSE involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

RSE is key to the emotional, social and cultural development of students. The DfE recognises 5 elements to Relationships and Sex Education. These are:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For further information see [Appendix 1](#)

Content and Organisation:

In house teaching resources alongside Cornerhouse (External Provider).

Year	Content	Curriculum Area
		PSHCE Lessons.
7	Changes in Puberty. Body image. Self esteem and self harm Healthy friendship Bullying (inc. cyberbullying)	
8	Choices around sex - Delay Online safety Healthy Relationships and consent LGBT - Homosexuality and homophobia Tender Domestic Abuse Programme	
9	Recognising and managing risk. Contraceptives STI's FGM Relationships Stereotypes	
10	Pregnancy and parenthood. Alcohol/drugs and sex. Accessing sexual health services. Porn and the law Sexting HIV and Aids LGBT - Trans awareness	
11	Domestic violence Personal safety Parenting	

Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation, We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be

proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.

- Some students may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. We will ensure that RSE is accessible to all students through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep students safe and deliver certain elements of the statutory RSE curriculum.
- Some of our students will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some students may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our students may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Provision

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, RSE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example Computing, PE etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.
10. The School Nursing Service offers advice and services in relation to sexual health by means of referral by students, staff, families and other professionals. Referral data is supplied to the Academy half termly.
11. The School Nursing Service offers one two hour drop in service per week.

Teaching methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep students safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Students will understand how disclosures will be handled.

- Students will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Students at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

Asking and Answering Questions

We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information, Therefore teachers will attempt to answer student's questions and concerns in a sensitive, age and development appropriate manner.

Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting group agreement/ground rules will help to achieve this.
2. If a student's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that student's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a student is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the student's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It will be left to the teacher's discretion to make these decisions.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the students. It is particularly useful when visitors have expertise and/or provide a service to students.

Resources

The resources used within the Academy's RSE policy programme are many and varied. Teaching resources will be selected on the basis of their appropriateness to students and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm. Each teacher is provided with resources prior to the teaching of RSE together with current information on confidentiality. Outside agencies that support the Academy with RSE provide their own resources.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of students learning in RSE as in other curriculum areas. RSE is delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of students existing knowledge, experience and understanding.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

Personnel and Training

There is a PSHE coordinator who is regularly trained and updated in this fast moving subject area. They are responsible for RSE.

RSE is delivered by a dedicated team and an external organisation. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

The RSE policy can be accessed via the academy linked policies folder. All new staff will be directed to the RSE and other policy documentation.

Impact - Monitoring and Evaluation

The programme is regularly monitored and evaluated by the PSHE coordinator to ensure impact. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and student feedback. The views of the students and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator carries out this process.

Roles and responsibilities

The academy governing body is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Policy.

The head teacher → The head teacher is responsible for ensuring:

- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective evaluation;
- teaching is delivered in ways that are accessible to all students with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from the non-statutory components of RSE up to and until three terms before the child turns 16.

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Staff - Staff are responsible for:

- all students make progress in achieving the expected educational outcomes;
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress of students
- Monitoring the quality of teaching and learning to include: learning walks, student voice and work scrutiny
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- Following the school safe guarding policies when required

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 head teacher.

The head of PSHCE has the responsibility of planning and providing resources to allow the effective delivery of RSE by colleagues. They also have the responsibility of providing support and training to colleagues and monitoring the effectiveness of RSE delivery in the school.

Students - Students at Winifred Holtby Academy are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity following the values of fairness, respect, equality and dignity

Parents/Guardians - We strongly urge our parents/guardians to recognise the importance of this education and not to deny your children learning this important aspect. We are quite happy to share our resources with parents and to work with our parents in partnership to develop a shared understanding of why it is important. A value held is 'community' and we believe by educating our students in this matter we will enable to become better informed and safer citizens in the future.

Parental engagement in RSE and right to withdrawal

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

The school ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate.

Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from the non-statutory components of sex education within RSE delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept. Requests for withdrawal should be put in writing using the form found in [Appendix 2](#) of this policy and addressed to the head teacher. The head teacher or the designated member of staff eg. Head of PSHCE will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.

Policy on Confidentiality

This policy forms an appendix to the Academy's sex and relationships education policy and its drug education policy and, as such, will be made available to parents. It needs to be read in conjunction with the Academy's Safeguarding Policy which was approved July 2016. It sets out guidance for all staff about student information that they can regard as confidential and that which they cannot. Any visitors to the Academy who are teaching or working with groups of students must also abide by this policy.

1. Any information that a student discloses to a member of staff or visitor should not be passed on to other colleagues indiscriminately but should only be passed on, on a 'need to know basis'.
2. Members of staff should not offer students, or their parents, blanket or unconditional confidentiality. Any information concerning the student's behaviour that is likely to cause harm to themselves or to others should be passed on to the AHT Safeguarding.
3. When embarking on a lesson, or a programme of lessons, that may well touch on the sensitive and/or controversial issues teachers should clarify with students the issue of confidentiality. Teachers should establish ground rules with their teaching groups in order to avoid inappropriate questions and answers in class and group sessions which may lead to personal disclosures.
4. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a personal disclosure is made, a teacher should explain that such information can, and should, be kept confidential within the classroom but, that information may be passed to AHT Safeguarding.
5. Where a student discloses information about physical or sexual abuse, neglect or emotional abuse the member of staff must pass the information immediately to the AHT Safeguarding.
6. If such disclosed information is to be passed on the student should be told of this, know who the information will be passed onto and why and who else in the Academy, or externally, will have access to the information. The student should also be reassured that they will be offered appropriate, ongoing support.
7. In the case of illegal activity of a non-child protection nature, any action that the Academy takes should always be in the best interests of the student.
8. Some visitors may be working in the Academy on behalf of an external agency and offering specific advice and support directly to individual students. If this is the case their professional code of confidentiality must be shared with the Academy and any deviation from this policy must be agreed formally with the Academy.
9. Members of staff are not obliged to pass on information about students to their parents. However, it is only in the most exceptional circumstances that a school would be in the position of having to handle information without parental knowledge.
10. Advice should be sought from the AHT for Safeguarding.
11. The AHT Safeguarding should be notified in respect of any cases concerning child protection.
12. Students should also be informed about where they might seek confidential help e.g. the school nurse, Adolescent outreach services, Cornerhouse and their GP.

Consultation, Policy Development and Review

This policy document was produced in consultation with the school community, including students, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available on the school website. It will be reviewed on an annual basis.

Review date.....

Signed..... Chair of Governors

Date.....

APPENDIX 1: By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p>Families</p>	<p>Students should know</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. • 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.
<p>Respectful relationships, including friendships</p>	<p>Students should know</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. • 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	<p>Students should know</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. • 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	<p>Students should know</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. • 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	<p>Students should know</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 and menopause. • 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,

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| | <p>including keeping the baby, adoption, abortion and where to get further help).</p> <ul style="list-style-type: none">• 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. |
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APPENDIX 2: FORM FOR PARENTS/CARERS, TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM.

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 academy to consider:			
Parent/Guardian signature:		Date:	

TO BE COMPLETED BY THE SCHOOL	
Agreed action(s) from discussion with parents	