

# Relationships and Sex Education Policy

Woodbury School



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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 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.

## 2. Statutory requirements

As an independent special school, we do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

As a secondary school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

At Woodbury School we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review - a member of the teaching staff and the senior leadership team 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 respond to the development of the RSE curriculum.
4. Pupil consultation - we investigated what exactly pupils want from their RSE.
5. Policy Approval - once amendments were made, the policy was shared with the MD Education Services and approved.

## 4. 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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. In developing our RSE curriculum we have done so while considering 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.

## 6. Delivery of RSE

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

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 Directors

The Managing Director of Education Services will approve this policy at each review, ensure it complies with the law 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 pupils 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/nonscience 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 leading the delivery of our RSE curriculum are the PSHE and Science teachers.

#### **7.4 Pupils**

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

### **8. 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 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. The headteacher will ensure that any pupil who is withdrawn from RSE are properly supported and supervised while not in these lessons.

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

### **9. Training**

Staff are trained on the delivery of RSE, 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.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher and Curriculum Lead through planning scrutiny, learning walks, discussions with staff and pupils and books looks.

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

This policy will be reviewed by Headteacher on an annual basis. At every review, the policy will be approved by the MD Education Services.

**CURRICULUM MAP PSHRE**



CORE VALUES	HEALTH & WELLBEING	CELEBRATING DIVERSITY & EQUALITY	STAYING SAFE ONLINE & OFFLINE	RIGHTS, RESPONSIBILITIES & BRITISH VALUES	RELATIONSHIPS & SEX EDUCATION	LIFE BEYOND SCHOOL
	AU1	AU2	SP1	SP2	SU1	SU2
7	<b>Topics to cover:</b> Puberty, body development, periods, emotions.	<b>Topics to cover:</b> Identity, citizenship and nationalities.	<b>Topics to cover:</b> Drugs, gangs, knife crime, peer pressure.	<b>Topics to cover:</b> Voting, general elections, democracy, making laws.	<b>Topics to cover:</b> Friendships, relationships, love, periods.	<b>Topics to cover:</b> Communities, sleep, team work, skills and qualities.
8	<b>Topics to cover:</b> Health and wellbeing, child abuse, stress management, healthy eating.	<b>Topics to cover:</b> LGBTQ, gender issues, trans issues.	<b>Topics to cover:</b> County lines, drugs, online safety, alcohol.	<b>Topics to cover:</b> Law, rights, society, community.	<b>Topics to cover:</b> LGBT and gender, loving relationships, sexual relationships, consent, sexual health.	<b>Topics to cover:</b> Self esteem, body image, body confidence, social media.
9	<b>Topics to cover:</b> Media and airbrushing, body confidence, cancer prevention, grief and loss.	<b>Topics to cover:</b> International organisations, Brexit, Peace war and conflict.	<b>Topics to cover:</b> Cannabis, illegal drugs, drug addiction, volatile substance abuse.	<b>Topics to cover:</b> Terrorism, extremism, fake news, media.	<b>Topics to cover:</b> Consent, contraception, STIs and STDs, risky relationships, sexting.	<b>Topics to cover:</b> Picking options, careers, first aid, conflict management.
10	<b>Topics to cover:</b> Emotional wellbeing, mental health, child abuse, self harm.	<b>Topics to cover:</b> Fairtrade, Women's Rights and equality, AID.	<b>Topics to cover:</b> Honour based violence, gambling, modern day slavery, knife crime.	<b>Topics to cover:</b> British rights, human values, LGBT.	<b>Topics to cover:</b> Porn, sexual abuse and rape, FGM, domestic violence.	<b>Topics to cover:</b> Consumer rights, employment rights, personal finance, budgeting.
11	<b>Topics to cover:</b> Love and abuse, pregnancy, parenthood, cancers, organ donation/medical ethics.	<b>Topics to cover:</b> 9 protected characteristics and the law, E&D in employment, embracing individual differences.	<b>Topics to cover:</b> Drugs, festivals, sexualisation of the media.	<b>Topics to cover:</b> Human rights, tolerance of different faiths and beliefs, importance of voting.	<b>Topics to cover:</b> Contraception, cancer, sexual health, healthy relationships, toxic masculinity.	<b>Topics to cover:</b> Careers, CV writing, personal statements, interviews.

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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>
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>

TOPIC	PUPILS SHOULD KNOW
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<p>Online and media</p>	<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>
<p>Being safe</p>	<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>
<p>TOPIC</p>	<p>PUPILS SHOULD KNOW</p>



Intimate and sexual relationships, including sexual health

- 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	