



Relationship and Sex Education Policy

This policy is applicable to: for Woldgate School as part of the Wolds Learning Partnership (WLP)

Version 2

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Name of Responsible Committee/Individual:	LGB & Board of Trustees
Implementation Date:	November 2021
Review Date:	November 2023
Target Audience:	Staff, Parents, Pupils,
Reference Documents:	



Why Do We Teach Relationships and Sex Education?

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 to

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

Intent

Aims

- To promote the personal and social development of all pupils
- To ensure all pupils have the ability to accept their own and be accepting of others' sexuality
- To enable pupils to express their sexuality in positive ways
- To enable all pupils to enjoy relationships based on mutual respect and responsibility, free from any abuse.

Objectives

- To be concerned for the self-esteem of the pupil
- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- To be appropriate to the age and ability of the pupil
- To be developmental
- To put forward accurate information, encourage exploration of the facts and develop decision-making skills
- To be taught using a range of approaches
- To develop skills in personal relationships (e.g. communication, assertiveness)
- To help pupils respect and protect their rights and those of others
- To recognise the value of loving and caring relationships
- To encourage responsibility

Morals and Values

Morals and morality are essential aspects of sexuality and relationships. We cannot force or oblige pupils 'to be good'. Within the ethos of Woldgate School pupils will develop their own morality, testing their values and beliefs against their experience. School will provide pupils with the framework and the underpinning knowledge and skills to develop their own moral values. Woldgate's RSE programme respects the beliefs and values of:

- The individual
- The School
- Those with parental responsibility
- The community as a whole

Implementation

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

The school follows DfE guidance with regards to the delivery of the RSE curriculum. See appendix 1 for more information on the content that will be covered by the end of secondary.

Students will be given the opportunity to cover the content through a number of modalities, including:

- Across a range of curriculum subjects including, but not limited to; Science, PE, Computing and PSHE
- Through the age appropriate RSE programme within PSHE
- Enrichment days and activities
- Visiting expert speakers
- Assemblies
- Pastoral support
- Targeted intervention
- School nurse

Impact

The Lead teacher of STARS is responsible for the regular monitoring of the quality of teaching and learning for the subject. Provision will be monitored through:

- Staff and student voice
- Observations
- Learning walks
- Work scrutiny

This information will be used to make changes and improvements to the programme on an on-going basis.

Issues of Content

Issues such as drug education, contraception and HIV/AIDS need to be presented in a broad and balanced way, free from sensationalism and personal bias. The school encourages the use of 'ground rules' in creating a supportive climate for the discussion of sensitive and controversial issues. Where it is deemed appropriate single sex groups will be used

Staff responsibilities

Staff will ensure the use of appropriate terminology, model positive attitudes and ensure pupil needs are responded to. Staff will report any concerns or safeguarding issues as per school procedures for doing so.

Relevant and up to date training for staff will be provided as part of the school professional development programme. If staff have any concerns or questions about the delivery of the programme should speak to Mr P Barrett or Mr G Davies in the first instance.

Parental Right of Withdrawal

Parents have the right to request that their child is withdrawn from the non-compulsory parts of the RSE provision. Please use the proforma in appendix 2 to initiate this process.

Monitoring

In accordance with our Teaching & Learning Policy, we regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.



This policy will be reviewed by the school's leadership team in conjunction with the Associate SLT PSHE/Careers and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work
- Analysing pupil attendance in lessons

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes.)
- Scrutiny of pupil assessment records
- Sampling pupil work

Working with visitors and external agencies

From time-to-time Woldgate School may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.



Appendix 1

Schools should cover the following content by the end of secondary:

Families	<p>Pupils 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.
Respectful relationships, including friendships	<p>Pupils 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>Pupils 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.



	<ul style="list-style-type: none"> • 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>Pupils 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>Pupils 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, 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 2

Parental Request Form - Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from Sex Education within Relationships & Sex Education and Health Education			
Any other information you would like the school to consider			
Parent/Carer signature			
Parent/Carer contact details			
Phone number:			
Email address:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher signature	
Date	