



Relationship and Sex Education Policy

Person Responsible:	Miss N Khan	Frequency of Review:	2 Year
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Contents

- 1 Aims..... 2
- 2 Statutory Requirements..... 2
- 3 Policy Developments..... 2
- 4 Definition..... 2
- 5 Curriculum..... 2
- 6 Delivery of RSE 3
- 7 Roles and Responsibilities..... 3
 - 7.1 The Governing Body..... 3
 - 7.2 The Headteacher..... 3
 - 7.3 Staff..... 3
 - 7.4 Students 4
- 8 Parents Right to Withdraw..... 4
- 9 Training 4
- 10 Monitoring Arrangements 4
- 11 Appendices..... 5
 - 11.1 Appendix 1 - What Students should know by the end of Year 11 5
 - 11.2 Appendix 2 – Parental Form for Withdrawal from Sex Education within RSE..... 8

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 (that are healthy, equal and safe)
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop the skills to positively manage the physical and emotional changes that will happen as they grow towards becoming confident individuals and active and responsible citizens
- Developing critical thinking as part of decision making

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.

3 Policy Developments

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

1. Review - the subject leader of PSHE collated the relevant information including national and local guidance;
2. Pupil Consultation – we investigated what exactly pupils want from their RSE in the form of pupil voice;
3. PSHE Staff Consultation – teaching staff of PSHE discussed the statutory requirements and the findings from the pupil voice;
4. Parents and Carers Consultation – Parents and carers were emailed with information relating to the changes in the policy (to reflect statutory requirements) and encouraged to contact us with any feedback or questions;
5. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations;
6. Ratification – once amendments were made, the policy was shared with governors and ratified;
7. Published – the policy was published on the school website and parents were informed.

4 Definition

Relationships and Health Education is defined as: learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex and sexual health. It supports students in gaining accurate information, to develop skills and to form positive beliefs, values and attitudes. It also gives students essential skills for building positive, enjoyable, respectful, loving and non-exploitive friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Sex Education is defined as: learning about the fertilisation of a human egg.

5 Curriculum

Our curriculum is set out as per Appendix 1 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 students 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). E-Safety is covered in ICT.

A variety of teaching approaches are used throughout the sex and relationship education curriculum. This includes individual, pair and group work where appropriate. Class discussions and scenarios are frequently used to allow students the opportunity to formulate justified responses, and to listen to other viewpoints in the classroom. Work will be differentiated as applicable for students with special educational needs.

Students are usually taught in mixed ability and mixed gender groups, however sometimes classes may be taught as single gender groups.

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 The Governing Body

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

The governing body has delegated the approval of this policy to the headteacher.

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 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 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. The teaching of RSE at Upper Wharfedale School will be led by Miss Khan, Subject leader of RE and PSHE.

Other staff responsible for teaching RSE from September 2020:

- Mrs Vicky Cooke – Teacher of French and PSHE

- Mr Tim Curtis – Subject Leader of English
- Ms Jacqueline Doidge – Subject leader of Food Technology and teacher of PSHE
- Miss Bella Kidd – Subject leader of Music
- Mr John Mitton – Director of Learning for Human Studies

7.4 Students

Students 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 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.

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

9 Training

Relevant Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The subject leader 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 Miss Khan (Subject leader of PSHE) through:

- Learning walks
- Consultations with staff regarding planning
- Providing lesson resources to ensure a cohesive and consistent programme of study for all students

Students development in RSE is monitored by class teachers as part of our internal assessment systems for PSHE. This policy will be reviewed by Miss Khan every two years. At every review, the policy will be approved by the headteacher.

11 Appendices

11.1 Appendix 1 - What Students should know by the end of Year 11

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. (KS3 PSHE) • How these relationships might contribute to human happiness and their importance for bringing up children. (KS3 PSHE + KS4 RE) • 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. (KS4 RE) • Why marriage is an important relationship choice for many couples and why it must be freely entered into. (KS3 PSHE) • The characteristics and legal status of other types of long-term relationships. (KS4 RE) • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. (KS3 PSHE + KS3 Drama) • 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. (KS3 PSHE + KS3 ICT + KS3 Drama)
Respectful relationships, including friendship	<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. (KS3 PSHE + KS3 ICT + Assemblies + KS3 Drama) • Practical steps they can take in a range of different contexts to improve or support respectful relationships. (KS3 PSHE + KS3 Drama) • 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). (KS3 PSHE + KS3 ICT + KS3 Drama) • 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. (KS3 & KS4 PSHE + KS3 & KS4 RE + KS3 ICT + Assemblies + KS3 Drama) • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. (KS3 PSHE + KS3 ICT + Assemblies + KS3 Drama) • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. (KS3 & KS4 PSHE KS3 ICT + Assemblies + KS3 Drama) • What constitutes sexual harassment and sexual violence and why these are always unacceptable. (KS4 PSHE + KS4 ICT) • 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. (KS3 PSHE + KS4 RE + KS3 ICT)

<p>Online and Media</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. (KS3 ICT) • 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. (KS3 PSHE + KS3 ICT) • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. (KS3 PSHE + KS3 ICT + KS3 Drama) • What to do and where to get support to report material or manage issues online (all year groups). (KS3 + KS4 ICT) • The impact of viewing harmful content. (KS3 + KS4 PSHE) • 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. (KS4 PSHE) • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (KS4 PSHE + KS4 ICT)
<p>Being Safe</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. (KS4 PSHE) • 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). (KS3 + KS4 PSHE)
<p>Intimate and sexual relationships, including sexual health</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. (KS3 + KS4 PSHE) • 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. (KS3 PSHE + KS3 Science) • The facts reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. (KS3 PSHE + KS3 Science) • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. (KS3 + KS4 PSHE) • That they have a choice to delay sex or to enjoy intimacy without sex. (KS3 + KS4 PSHE) • The facts about the full range of contraceptive choices, efficacy and options available. (KS3 + KS4 PSHE+ KS4 RE + KS3 Science) • The facts around pregnancy including miscarriage. (KS3 + PSHE + KS4 RE + KS3 Science) • 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). (KS3 + KS4 PSHE + KS3 + KS4 Science) • 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. (KS3 PSHE + KS3 + KS4 Science)

	<ul style="list-style-type: none">• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. (KS3 PSHE KS3 Science)• How the use of alcohol and drugs can lead to risky sexual behaviour. (KS3 + KS4 PSHE)• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. (KS3 + KS4 PSHE)
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11.2 Appendix 2 – Parental Form for 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			