



Relationships and Sex Education Policy

Approved by: Governors **Date:** February 2023

Next review due by: March 2026

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

At The Winstanley School we celebrate diversity and want all our students to SHINE brighter than they thought they could. A positive attitude and culture around relationships and sex education essential as part of our inclusive ethos.

2. Statutory requirements

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

3. Policy development

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

- 3.1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- 3.2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3.3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- 3.4. Pupil consultation – we investigated what exactly students want from their RSE
- 3.5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the SHINE Character and Culture Curriculum which includes our 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).

Students also receive stand-alone sex education sessions delivered by a trained health professional when appropriate and following consultation with parents.

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 board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2. The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students 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 students
- Responding appropriately to students 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 head teacher.

Tutors, through their role in delivering the SHINE Character and Culture Curriculum are responsible for teaching RSE in your school. This is overseen and managed by the SRE lead and also the Assistant Head of School for Student Support. CPD team meetings are held to support staff with delivery of RSE.

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 & consult

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 head teacher.

A copy of withdrawal requests will be placed in the student's educational record. The head teacher will discuss the request with parents and take appropriate action.

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

Parents views are encouraged. You can contact us about his policy [here](#)

9. 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 head teacher 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

Our character and culture curriculum focuses on:

- Developing positive attitudes
- Developing character
- Framing opportunities to understand the world around us
- Promoting positive well-being and mental health
- Developing positive relationships
- Developing opportunities to SHINE brightly

The delivery of RSE is monitored by RSE lead through:

- TWS staff values and The Winstanley Way; continuous CPD, shared planning and delivery opportunities; work/book scrutinies; learning walks, etc.

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

This policy will be reviewed by Assistant Head of School for Student Support annually. At every review, the policy will be approved by the governing board and the head teacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

SRE TWS 2022 / 2023		ASSEMBLY	SHINE	TUTOR-TIME	HOUSES	WHOLE SCHOOL DAY	DEPARTMENT DAY	DEPARTMENT WEEK	HOY	AMBASSADORS	CURRICULUM*	VISITORS
FAMILIES	Strong and stable relationships (all, large focus in Year 7; Year 10 cover marriage as part of RS curriculum)	X	X	X	X				X	X	X	
	Relationship boundaries (peer pressure, gang culture etc) (Years 7 and 8)	X	X	X	X				X	X	X	X
	Reconciliation (Years 7 - 9)	X	X	X	X				X	X	X	
	Identity / roles and responsibilities (all)	X	X	X					X	X	X	
	Kindness (all)	X	X	X	X	X	X	X	X	X	X	
KINDNESS	Banter (Years 7-9)	X	X	X	X				X	X		
	Reconciliation (Years 7-9)	X	X	X	X				X	X	X	
	Stereotypes / identity (all)	X	X	X	X				X	X	X	X
	Kindness/Wellbeing (all)	X	X	X	X	X			X	X	X	X
	Bullying (all)	X	X	X	X	X	X	X	X	X	X	X
	PREVENT (all, focus in Year 8)	X	X	X					X		X	X

SRE TWS 2022 / 2023		ASSEMBLY	SHINE	TUTOR-TIME	HOUSES	WHOLE SCHOOL DAY	DEPARTMENT DAY	DEPARTMENT WEEK	HOY	AMBASSADORS	CURRICULUM*	VISITORS
	Holocaust (all)	X	X	X	X				X	X	X	X
	9/11 (all)			X					X		X	
	Hate crime (all but bigger focus Years 9 and 10)	X	X	X					X	X	X	X
	Anti Bullying (all)	X	X	X	X	X	X	X	X	X	X	X
BEING SAFE	Anti Bullying (all)	X	X	X	X	X	X	X	X	X	X	X
	Personal Wellbeing (all)	X	X	X	X	X			X	X	X	X
	Online Safety	X	X	X	X	X		X	X	X	X	
	First Aid (Year 7)		X	X					X		X	
	Road Safety (Year 7)		X	X					X		X	
	Sexual Exploitation (all - bigger focus in Years 8, 9 and 10)		X	X					X		X	X
	Kayleigh Haywood (Year 8)	X	X	X					X		X	X
	Abortion (Year 9)		X	X					X		X	

SRE TWS 2022 / 2023		ASSEMBLY	SHINE	TUTOR-TIME	HOUSES	WHOLE SCHOOL DAY	DEPARTMENT DAY	DEPARTMENT WEEK	HOY	AMBASSADORS	CURRICULUM*	VISITORS
	CCE / violence against women / gang culture (Year 9 and 10)		X	X					X		X	
	Healthy Choices (smoking, drugs, substance misuse, knives) (Years 8, 9 and 10)		X	X					X		X	
	SRE: consent, rape, sexual assault / harassment, relationships, DV, STI, contraception etc (Years 8 - 10)		X	X					X		X	
INTIMATE & SEXUAL RELATIONSHIPS	The Law (all)		X	X					X		X	X
	SRE (all)		X	X					X	X	X	X
	Body image and changes; puberty; intimate relationships (Year 7)		X	X					X		X	
	Kayleigh Haywood (Year 8)	X	X	X					X		X	X
	Contraception (Year 8)		X	X					X		X	
	Pornography, sexual imagery, nudes, sexting, youth produced sexual imagery etc (Years 9 and 10)		X	X					X		X	
	Abortion (Year 9)		X	X					X		X	
	STI (Year 9)		X	X					X		X	

SRE TWS 2022 / 2023		ASSEMBLY	SHINE	TUTOR-TIME	HOUSES	WHOLE SCHOOL DAY	DEPARTMENT DAY	DEPARTMENT WEEK	HOY	AMBASSADORS	CURRICULUM*	VISITORS
	SRE: consent, rape, sexual assault / harassment, relationships, DV, STI, contraception etc (Years 8 - 10 (Years 9 and 10 bigger focus))		X	X					X		X	
	Sexual Exploitation / CCE (all - bigger focus in Years 8, 9 and 10)		X	X					X		X	
	Gender identity / LGBTQ (Year 10)		X	X					X	X	X	
*	<p>RSE is covered explicitly in the curriculum areas:</p> <ul style="list-style-type: none"> • SCC • Biology • RS <p>RSE is covered implicitly across the whole curriculum</p>											

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<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	<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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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	<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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 • 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	

TO BE COMPLETED BY THE SCHOOL	
Signed on behalf of Head Teacher	