



Wright Robinson College

Relationships and Sex Education Policy

Document Control

Document type:	Policy
Version:	1
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Approved by:	Governing Body
Approval Date:	3 rd December 2021
Review date:	September 2023 (2 year review cycle)

Version control

Version	Type of Change	Date	Revisions from previous issues

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1. Rationale

At Wright Robinson College, we have always believed that effective Relationship and Sex Education (RSE) is essential if our students are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our students, preparing them for the opportunities, responsibilities and experiences of adult life.

This policy reflects the college values of:

- Celebrating the diversity of our college community
- The development of resilience at times of adversity
- The fair treatment of all members of our college community
- All members of the college community will treat others with respect.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social, Health and Religious Education (PSHRE) and citizenship programme, supplemented by science and other subjects of our taught curriculum.

This policy needs to be read in conjunction with the safeguarding policy.

2. Definition of Relationship and Sex Education

RSE is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships, which may be physical or non-physical. Our teaching of RSE is applicable to all sexual orientations and will include teaching of sex, sexuality and sexual health.

RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

3. Aims and Objectives

We aim to provide our students with an age appropriate RSE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim developing and building on their knowledge of topics specified for primary, by having the three main elements to our programme as outlined in '*Sex and Relationship Guidance*', DfEE, Ref 0116/2000, p.5:

- ***attitudes and values***
- ***personal and social skills***
- ***knowledge and understanding***

We will provide an environment and atmosphere where students feel safe, relaxed, not intimidated, but focussed where they have confidence and trust in the knowledge, ability and skills of their teachers.

4. Statutory Guidance

The Trust and the Academy acknowledges that all secondary Academies must provide RSE to all students as per section 34 of the Children and Social Work Act 2017. In teaching RSHE, the Trust and the Academy acknowledges that we are required by our funding agreement to have regard for the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy was developed in response to:

- Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges

The Law

The Trust and the Academy acknowledges the importance of knowing what the law says about, sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help young people know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their own actions.

Students will be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including sexting, youth produced sexual imagery, nudes etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Female genital mutilation (FGM)

5. Moral Framework

Students will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Importance of consent in any relationship

6. Working with Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are welcome to discuss the school's RSE programme and to view the teaching materials and resources that will be used. Parents and carers are informed about the policy via the college website. A copy of the RSE policy can be found and downloaded from the website. The college website details the programme of study. The website also informs parents/carers that if they wish to discuss any part of the programme, they are welcome to contact the college.

7. Right of withdrawal

RSE is part of all students' education and it is hoped that all will participate. However, the college acknowledges that, under the Education Acts 2003 and 1996, parents have the right to withdraw their children from all or part of the sex education programme (up to three terms before their 16th birthday) except for that part which occurs in the science national curriculum. Parents need to be aware, however, that sex education can occur at any time if it arises naturally from class discussion. Discussions on feelings, values and relationships may well not be of concern. Parents wishing to exercise that right are asked to make an appointment to meet the Head to discuss their concerns.

8. Content and Organisation

RSE is not an isolated subject: it permeates the whole college curriculum, the ethos of the school, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering students' questions and exploring issues as they arise. All subjects, but particularly science and RE provide a focus for exploring some elements of RSE. RSE is also included in PSHRE sessions, assemblies and topical discussions in tutor time.

The curriculum content for PSHRE and science is on the college website. <https://wrightrobinson.co.uk/>

The Head of PSHRE/Citizenship, the Pastoral Senior Leadership Team (SLT), Lead Pastoral Team and Head of Faculty jointly co-ordinate RSE and are jointly responsible for the overall planning, implementation and review of the programme.

This policy, the RSE programme of study, along with the PSHRE programme of study have been developed in consultation with Healthy Schools Manchester.

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 Appendix 1

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).

Below is a summary of the topics taught in each year group throughout the academic year:

Year Group	Lesson and content	Term
7	1) What is puberty and reproduction? <i>Also taught as part of the science curriculum.</i> 2) What does a healthy relationship look like? 3) What are the roles and responsibilities of parents? What are the factors of stable long-term relationships? 4) What is forced marriage and honour-based violence?	Spring
8	1) What is female genital mutilation (FGM)? 2) How can we understand gender and sexuality? 3) What is exploitation?	Spring
9	1) How can we give and recognise consent? 2) What are different types of contraception? What are the risks of not using contraception? 3) What are the facts surrounding pregnancy? What are the options when someone gets pregnant?	Summer
10	1) How can we form positive relationships? 2) What is relationship abuse? 3) What are the reasons for sex? 4) What is the law surrounding sexual consent? 5) What are the responsibilities of parenthood? What are key parenting skills? 6) What is reproductive health? How might my lifestyle choices affect my fertility?	Autumn and Spring

Normally, male and female students will be taught together. However, when deemed appropriate, there may be occasions when students are taught in separate gender groups.

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow the established child protection procedures, outlined in the college's Safeguarding and Child Protection policy.

Confidentiality in lessons

No absolute confidentiality can be promised. However, students should be made aware that any issues, ideas and thoughts that are expressed, should remain in the classroom. Teaching staff will facilitate and guide such discussions to make sure that the content and discussion is both appropriate and suitable. Clearly, a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

The college draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods, which involve students and help them to personalise information. Activities where students can practise and develop confidence in using negotiation, communication and decision making skills. This makes learning relevant and effective. The college recognises that some aspects of RSE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which need to be taught separately in PSHRE, including those specifically relating to sexual matters such as contraception and STIs.

Therefore, a panel of teachers who are trained and confident in teaching these areas may deliver some RSE topics. The school draws on the expertise of the college nurse and a representative spectrum of national specialist agencies. Students are given a choice about their participation in learning activities related to sexual matters such as contraception and STIs. Resources are chosen from agencies, which represent diverse beliefs, which are appropriate to students' age, maturity and religious and cultural background.

Where visitors are invited to deliver aspects of the RSE programme they will be used to support not supplant, the role of the teacher and a teacher will always accompany them in the lesson. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of RSE are encompassed within the ethos of the school and may be delivered through:

- Assembly time
- Guidance time (in tutor groups)
- Theatre in Education visits
- Project/theme lessons
- Health Clinic

All teachers are provided with training on handling controversial topics and clarity is provided about confidentiality boundaries. Staff are aware of where/who to refer students to for confidential advice and support.

The SLT will support staff and ensure that they have the appropriate skills, qualities and knowledge to teach the more sensitive and contentious aspects of RSE. Continuous professional development and training will be provided, when required, to ensure a high level of expertise for teachers involved in delivering the RSE programme in the college.

9. Equality

The college's equality policy underpins the teaching of RSE.

RSE can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference.

RSE is planned to ensure it is relevant and accessible to all our students and that it is appropriate for all levels of understanding and maturity.

Pupils with special educational needs and disabilities (SEND) Relationships Education, RSE will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Wright Robinson College is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. Where necessary, the school's SENCO is consulted on best practice for delivery;

RSE caters for all students and is respectful of how students choose to identify themselves, their sexual orientation and gender identity (emerging). This means that RSE is sensitive to the different needs of individual students and may evolve and adapt over time.

RSE is inclusive of all students; they have an equal entitlement to good quality RSE. The college community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all students in the school, in line with the Equalities Act 2010.

Information about local advice and support is available to students in the Year Team office and the Health Clinic.

Different codes of conduct apply to different professionals working in our school. Through the dissemination of our Confidentiality Policy students, parents, staff and health professionals working with us are aware of the different roles people have within the college, the confidential support available and how confidentiality works in practice.

10. Roles and responsibilities

The governing board

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

The headteacher

The headteacher 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

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

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 of PSHRE

Students

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

11. Monitoring and Evaluation

The RSE policy is monitored and evaluated through a review process involving students, parents, teachers, the Senior Leadership Team, Healthy Schools Manchester and the Governing Body. The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation. Governors and senior staff will take a key role in monitoring the progress of the policy.

This Policy links to the following policies

- Safeguarding
- Bullying
- Equality, Diversity and Inclusion
- Preventing Extremism and Discrimination
- Bullying
- E Safety
- PSHE

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS 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	PUPILS 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)
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