



WINCHCOMBE SCHOOL

Relationships & Sex Education Policy

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Review Committee: curriculum

Adopted		
Signature		Headteacher
Signature		Chair of Curriculum
Date		
Version	Revised against model policy	
Updates	Curriculum Map updated	

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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
- Support the values of the school through tolerance to all types of gender and sexuality.

Relationships and Sex Education Statement:

At Winchcombe School, Sex and Relationships Education forms part of a wider programme of health education which is addressed through Personal, Social and Health Education programme, Citizenship, Religion and Philosophy, Ethics and aspects of the Key Stage Three and Four Science Curriculum as well as all five outcomes.

The focus is on the building of relationships, the giving of information as concerns Sexual Health issues, establishing a clear and explicit values framework of mutual respect, gender equality and an acceptance of diversity as well as emphasizing the importance of planned parenthood. The focus on the emotional side of RSE comes within PSHE and Citizenship. The focus within Science is on the biological aspects of RSE.

We believe that sex and relationships education is important for all students and we aim to do more to inform parents about what RSE we are delivering in each key stage and to involve students, parents, governors and teaching staff in the consultation process and internal dialogue required for effective future provision of RSE.

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 Winchcombe 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:

1. Review – a working group pulled together all relevant information including relevant 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 attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
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 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.

Where a specific need is identified direct bespoke intervention sessions are delivered by our Pastoral team. This may be in a situation where a specific concern has been raised that requires immediate intervention. Parents are always informed about the need and content of the intervention session.

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

RSE is taught through Citizenship, PSHE and Science and also as a subject for discussion within Religion and Philosophy and Ethics with a focus on Relationships, Faith and Culture.

The emphasis is on the students developing an understanding of how the body works as well as moral issues such as respect for all human sexuality, the arguments for delaying sexual activity, the positives of communicating effectively and behaving in a responsible manner to one another, protecting themselves and where they have one their partner from unintended/ unwanted conceptions and sexually transmitted infections including HIV.

We also focus on providing access to confidential sexual health advice and emphasizing the positives of happy relationships, marriage and a balanced view of the role/ place of RSE within society today.

We offer a student drop in service with the school nurse at which advice and contraceptives may be given following the completion of a professional led assessment.

RSE content is included within the teaching framework at KS3 for PSHE/ Personal Development and the KS4 PSHE/Personal Development Programme of Study. It is also within the Science Programme of Study and the Programme of Study for Religion and Philosophy.

RSE is also a main focus or theme of the Health Awareness Day and the Healthy Relationships House Day which focuses on the schools response to sexual abuse in schools including highlighting the different types of abuse and the reporting of abuse within the school's systems.

7. Roles and responsibilities

7.1 The governing board

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

The governing board has delegated the approval of this policy to Curriculum Committee.

7.2 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 components of RSE (see section 8).

7.3 Staff

RSE will be organised by the Assistant Headteacher (Personal Development) working with the Pastoral team with form tutors.

Where appropriate outside agencies will be used including WAM and the school nurse and the extended drop in service.

It will also be taught by Science teachers.

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 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.

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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9. Training

Staff required to deliver sessions are trained on the delivery of RSE.

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 Assistant Headteacher (Personal Development) through:

- Learning Walks
- Student Feedback
- Staff Feedback
- Monitoring of related incidents

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

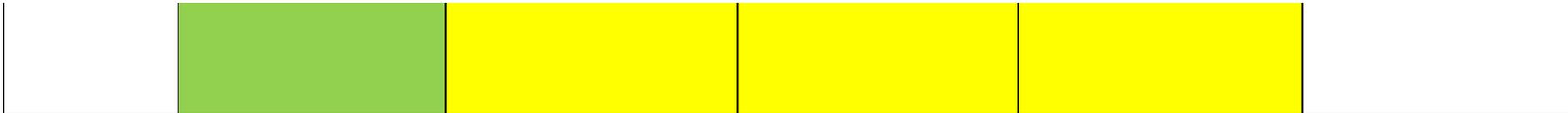
This policy will be reviewed by Assistant Headteacher (Personal Development) annually. At every review, the policy will be approved by Curriculum Committee.

Appendix 1: Curriculum map

Personal Development Curriculum Map incl. PSHE/ Careers/ Citizenship

Value	7	8	9	10	11
Attitude	<p>MANIFESTOS</p> <p>How to find Careers resources in sharepoint & website</p>	<p>MANIFESTOS</p> <p>How to find Careers resources in sharepoint and website</p>	<p>MANIFESTOS</p> <p>How to find Careers resources in sharepoint and website</p>	<p>MANIFESTOS</p> <p>How to find careers resources in sharepoint & website</p>	<p>MANIFESTOS</p> <p>How to find careers resources in sharepoint & website</p>
<p>Year 11 Science: Contraception</p> <p>Year 11 Ethics: Consent</p>	<p>Challenging Gender Stereotypes</p>	<p>Gender in the workplace</p>	<p>Understanding Gender and the impact on Careers</p>	<p>Employability skills gap</p>	<p>Social Justice Choices</p>
	<p>7 CI Internet safety EB</p> <p>7 La Relationships (WAM)</p>	<p>Dreams & aspirations – personal profile</p>	<p>9 CI WB ML16 (17) Interaction</p> <p>9 La Finances (RW)</p>	<p>E Safety</p>	<p>Social Justice: your choices & Labour</p>

Year 7 Science: Reproduction.	7 Pr WB MH1 Intro to my health 7 Su WB ML15 (16) Relationships		9 Pr WB MM11 (12) Determination 9 Su Sexting EB	10 Pr & 10 Su Study Skills	Market Information (LMI)
	Mental Health Awareness and Feelings	Mental Health Awareness and Emotions	Mental Health Awareness and Emotions	E Safety/ Study Skills	Career path planning Exploring post 16 options – career path planning
Half term					
Stewardship	Healthy Relationships and Routines Health Awareness Day: Healthy Relationships	Sexting Chelsea's Choice: Child Sexual Exploitation Health Awareness Day:	Determination: Work on Resilience Health Awareness Day	Work Life balance. Health Awareness Day	Elev8 Health Awareness Day



	Employer Encounter Event	Dreams and Aspirations: Personal Profile	Options process & future planning	Employability skills (missed in year 9)	Elev8
Year 11; Ethics: Consent Year 7 Ethics: Celibacy and Kindness	Human Rights House Day: Healthy Relationships	Human Rights House Day: Healthy Relationships	Human Rights House Day: Healthy Relationships	Human Rights House Day: Healthy Relationships	References and personal statements (copies to MH) House Day: Healthy Relationships
Christmas holiday					
Pride	Skills, qualities & aspirations Financial Management	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing	Exploring post 16 options

	Soft skills & managing change	8 CI WB ML2 Lifestyle 8 La WB MM15 (16) Mental health Part 1 8 Pr Puberty (dvd from CW) 8 Su Healthy Relationships (WAM)	Building Healthy Relationships Year 9: WAM Sessions	Social media (Pt2) (Social media and mental health) PIXL E-s6	Digital footprint: friend or foe?
	Lesson 3: 'My community' year group careers event (Preparation is to be done in PM Reg time in the week preceding this event)	8 CI Healthy Relationships (WAM) 8 La Puberty (dvd from CW) 8 Pr WB MM15 (16) Mental health Part 1 8 Su WB ML2 Lifestyle	9 CI STI's (WAM) 9 La Online behaviour PIXL E-s5 9 Pr, Su Lesson 4: Options – exploring careers & qualifications Year 9 WAM Sessions	Coping with stress Mindfulness	Elevate - 'time management' Whole year group activity (SC)
Half term					

Integrity	British Values				
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<p>Year 9 Ethics: Teenage Pregnancy and Abortion</p> <p>Year 11 Ethics: Homosexuality and Marriage.</p>	Internet Safety	<p>Healthy Relationships; WAM RSE sessions</p> <p>Police Talk Sexting</p>	E Safety	Social Media and Mental Health	Healthy Minds Carousel
	Exploring local businesses & careers – student presentations / displays	Career Planning	Career Planning	Mock Interviews	Future Proofing
Easter holiday					
Responsibility	British Values	British Values	British Values	British Values	British Values

	Healthy Relationships Year 7: WAM Sessions	Resilience, Reporting Police Talk Sexting Year 8: WAM Sessions	Mental Health	Consent: WAM	Elev8
	Healthy Relationships: Staying Safe Year 7 WAM RSE Sessions	Police Talk: Sexting Year 8 WAM RSE Sessions	Mental Health	Consent: WAM RSE sessions	WB MM7 Mental Toughness Part 1 Final Window for Personal Development Award
	Managing Change	Future of Work	Lesson 8: Work experience – expectations, making contact & paperwork	Preparation and Planning of Work Experience	GCSE's
Half Term					

Enjoy Success!!	Mindfulness/ Healthy Habits	Lesson 8: E Safety	County Lines: Police Talk	Healthy Lifestyles	GCSE's
	Enterprise Day	Enterprise Day	Enterprise Day	Enterprise Day	GCSE's
	End of year review & reflection Final Window for Personal Development Award	End of year review & reflection Final window for Personal Development Award	End of year review & reflection Final window for Personal Development Award	End of year review & reflection Final window for Personal Development Award	GCSE's

WAM Youth's RSE Sessions & UK Statutory Guidance for Secondary Schools RSE

Topic Area	Pupils should know...	Covered in WAM's Sessions on...
Families	that there are different types of committed, stable relationships.	Healthy Relationships
	how these relationships might contribute to human happiness and their importance for bringing up children.	Parenthood
	<p>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.</p> <p>why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>the characteristics and legal status of other types of long-term relationships.</p>	Healthy Relationships
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Parenthood
	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.	Healthy Relationships
	Respectful Relationships	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

	<p>conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p>	
	<p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Emotions and Relationships Healthy Relationships Sex & Relationships</p>
	<p>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).</p> <p>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.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>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.</p>	<p>Within all our sessions we look to challenge stereotypes and encourage the development of healthy respect of self and others.</p>
	<p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>	<p>Consent and the Law</p>
Online and Media	<p>their rights, responsibilities and opportunities online, including that</p>	<p>Healthy Relationships</p>

	the same expectations of behaviour apply in all contexts, including online.	Safe Online Behaviour Consent and the Law
	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.	Safe Online Behaviour Consent and the Law
	what to do and where to get support to report material or manage issues online.	Safe Online Behaviour Consent and the Law
	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.	Sex & Relationships Consent and the Law
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Safe Online Behaviour Consent and the Law
	how information and data is generated, collected, shared and used online.	Safe Online Behaviour
Being Safe	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.	Many of these concepts and laws are referred to throughout WAM sessions but further information can be provided or included if requested
	how people can actively communicate and recognise consent from	Consent and the Law

	others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	
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.	Emotions and relationships Healthy Relationships Sex & Relationships
	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.	Emotions and relationships Healthy Relationships Sex & Relationships STIs
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Puberty & Becoming an Adolescent STIs
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Sex & Relationships Consent and the Law
	that they have a choice to delay sex or to enjoy intimacy without sex.	Sex & Relationships
	the facts about the full range of contraceptive choices, efficacy and options available.	Partially discussed in Sex & Relationships and STIs Full information can be added into any session on request
	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	Can be discussed as part of Sex & Relationships session on request

	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)	Sex & Relationships STIs
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment and the importance of and facts about testing.	STIs
	how the use of alcohol and drugs can lead to risky sexual behaviour.	Healthy Relationships Sex & Relationships Consent and the Law
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Sex & Relationships STIs
Mental Wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Emotions and Relationships
	how to recognise the early signs of mental wellbeing concerns.	Emotions and Relationships
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Emotions and Relationships
Internet Safety and Harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships	Safe Online Behaviour

	including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	
Changing Adolescent Body	key facts about puberty, the changing adolescent body and menstrual wellbeing. the main changes which take place in males and females, and the implications for emotional and physical health.	Puberty and becoming an Adolescent

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	