



# WINCHCOMBE SCHOOL

## Relationships & Sex Education Policy

Effective Date: Jan 2017  
Review Date: Nov 2019  
To be Reviewed: Sept 2020

Review Committee:

Curriculum & Standards

This Policy was reviewed and adopted by the Governing Body

<b>Adopted</b>		
<b>Signature</b>		<b>Headteacher</b>
<b>Signature</b>		<b>Chair of Curriculum &amp; Standards</b>
<b>Date</b>		

## **1. 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 PSHEE 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 SRE we are delivering in each key stage and to involve students, parents, trustees and teaching staff in the consultation process and internal dialogue required for effective future provision of RSE.

## **2. Aims**

Our aim is to create a learning environment that:

- Combats Ignorance and increases knowledge and understanding
- Develops positive values and a secure moral framework
- Promotes responsible behaviour
- Reduces feelings of guilt and anxiety about RSE
- Produces feelings of respect for all human sexuality
- Promotes making informed judgments
- Improves levels of communication about RSE subjects
- Develops educational skills for future parents and carers
- Has sufficient skills and communication to understand issues surrounding STI'S and HIV.
- Understands the importance of having protected sex.
- Know how the law applies to sexual relationships.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **3. Statutory requirements**

Academies do not have to follow the National Curriculum and as such, are not obliged to teach RSE.

If academies do teach RSE, they are required by their 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.

#### **4. Delivery of Relationships and Sex Education**

- I. RSE is taught through Citizenship, PSHEE and Science and also as a subject for discussion within Religion and Philosophy and Ethics with a focus on Relationships, Faith and Culture.
- II. 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.
- III. 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.
- IV. 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.
- V. RSE content is included within the teaching framework at KS3 for PSHEE/ Citizenship and the KS4 Citizenship/ PSHEE Programme of Study. It is also within the KS3 Science Programme of Study and the KS3 Programme of Study for Religion and Philosophy.

#### **5. Roles and responsibilities**

##### **5.1 The governing body**

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

##### **5.2 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 6).

##### **5.3 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.

RSE will be organised by the Assistant Headteacher (Safeguarding & Attendance) working with the Head of Science, Head of R&P and the Pastoral leadership team.

#### **5.4 Pupils**

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

### **6. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education.

Requests for withdrawal should be put in writing 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 RSE.

### **7. Policy Development**

The school has been involved in a process of consultation as we look to update and improve our current policy on RSE. Further updates and a revisiting of student voice in this area will take place before RSE becomes statutory in September 2020. The action plan for the process will take place in the second half of term 2 with the new policy approved by June 2020.

The consultation will include:

- School Parliament having discussed and audited how the students feel about the way RSE is taught at Winchcombe School
- Staff being audited as to their perception of RSE teaching
- Parents being informed as to the updated range and scope of RSE provision.
- Governing body input

## Appendix 1: Relationships and sex education curriculum map – tutorial period

RSE is taught as part of the Careers / PSHE / Citizenship programme during the fortnightly tutorial period. The year plan for this is shown below.

Date	7	8	9	10	11
13 <sup>th</sup> September	MANIFESTOS	MANIFESTOS	MANIFESTOS	MANIFESTOS	MANIFESTOS
27 <sup>th</sup> September	7 Cl Relationships (WAM) 7 La WB MH1 Intro to my health 7 Pr WB ML15 (16) Relationships /Toot Toot 7 Su Internet safety EB	WB MM10 Resilience / Toot Toot	9 Cl Finances (RW) 9 La WB MM11 (12) Determination 9 Pr Sexting EB 9 Su WB ML16 (17) Interaction	Mock interview preparation & application	Social Justice: your choices & LMI (CW talk in hall)
11 <sup>th</sup> October	7 Cl Internet safety EB 7 La Relationships (WAM) 7 Pr WB MH1 Intro to my health 7 Su WB ML15 (16) Relationships /Toot Toot	WB MH22 (23) Sleep	9 Cl WB ML16 (17) Interaction 9 La Finances (RW) 9 Pr WB MM11 (12) Determination 9 Su Sexting EB	Mock interview preparation & application	Career path planning
25 <sup>th</sup> October				Future Planning:	

Date	7	8	9	10	11
	7 Ci WB ML15 (16) Relationships / Toot Toot 7 La Internet safety EB 7 Pr Relationships (WAM) 7 Su WB MH1 Intro to my health	Dreams & aspirations – personal profile	Where can I get advice? What career would suit me? Personality testing	CW talk in hall & tutor activity (start and continue at pm registration)	Exploring post 16 options – career path planning
Half term 28 Oct-1 <sup>st</sup> Nov					
15 <sup>th</sup> November	7 Ci WB MH1 Intro to my health 7 La WB ML15 (16) Relationships / Toot Toot 7 Pr Internet safety EB 7Su Relationships (WAM)	Chelsea’s Choice  All of year 8 in the hall	Career path planning	Mock interviews + Evaluation (debrief and feedback at pm reg)	<b>Mock exam preparation &amp; managing stress</b>
29 <sup>th</sup> November	WB ML5 Healthy habits	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	Options process & future planning – CW talk in hall	Work experience preparation	<b>MOCK EXAMS</b>

Date	7	8	9	10	11
13 <sup>th</sup> December	WB MH3 Being Active	8 CI Puberty (dvd from CW) 8 La Healthy Relationships (WAM) 8 Pr WB ML2 Lifestyle 8 Su WB MM15(16) Mental health part 1	9 CI Sexting EB 9 La WB ML16 (17) Interaction 9 Pr Finances (RW) 9 Su WB MM 11(12) Determination	Post work experience debrief & reflection	The world of work: Gender issues & the glass ceiling
Christmas holiday 23 Dec – 3 Jan					
10 <sup>th</sup> January	Skills, qualities & aspirations	8 CI WB MM15 (16) Mental health Part 1 8 La WB ML2 Lifestyle 8 Pr Healthy Relationships (WAM) 8 Su Puberty (dvd from CW)	9 CI WB MM 11 (12) Determination 9 La Sexting EB 9 Pr WB ML16 (17) Interaction 9 Su Finances (RW)	Digital footprint PIXL E-s6	E-safety – protecting your image EB (CI/La) + References Pr/Su
24 <sup>th</sup> January	'My community' year group careers event  (Preparation is to be done in PM Reg time in the days preceding this event - follow up in pm reg)	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)	TBC: Young Entrepreneur competition	Social media (Pt2) (Social media and mental health) PIXL E-s6	E-safety – protecting your image EB (Pr/Su) + References CI/Su

Date	7	8	9	10	11
7 <sup>th</sup> February	Soft skill & managing change	8 CI Finances (RW) 8 La, Pr, Su Skills & Enterprise Project	9 CI STI's (WAM) 9 La Online behaviour PIXL E-s5 9 Pr, Su Options – exploring careers & qualifications	Coping with stress Mindfulness	The world of work: working patterns and finding employment
Half term 17-21 February					
28 <sup>th</sup> February	My future – using the school website careers section, thinking ahead	8 La Finances (RW) 8 CI, Pr, Su Skills & Enterprise Project	9 CI Online behaviour PIXL E-s5 9 La STI's (WAM) 9 Pr, Su Employability skills	Employability skills gap	WB MH17 (18) Fitness Part 2
13 <sup>th</sup> March	WB MH26 (27) Food Habits	8 Pr Finances (RW) 8 CI, La, Su Skills & Enterprise Project	9 CI, La Options – exploring careers & qualifications 9 Pr STI's (WAM) 9 Su Online behaviour PIXL E-s5	Personal statements – how do you see yourself? Writing and improving personal statements	WB MH12 (22) Rest and recovery
27 <sup>th</sup> March	WB MH10 (11) Healthy Routines Part 1	8 Su Finances (RW) 8 CI, La, Pr Skills & Enterprise Project	9 CI, La Employability skills 9 Pr Online behaviour PIXL E-s5 9 Su STI's (WAM)	Mock interviews – personal statements / future planning	WB MM7 Mental Toughness Part 1

Date	7	8	9	10	11
Easter holiday 6-17 April					
24 <sup>th</sup> April	7 CI Finances (RW) 7 La WB MH 23 (24) Being Mindful 7 Pr and Su (WAM)	Complete Enterprise project	The world of work: applications and globalisation	WB MM17 (18) Mental Health Part 3 10 CI Consent (WAM)	Post 16 finances  Talk in hall by CW/RW & tutor activities
22 <sup>th</sup> May	7 CI WB MH28 (29) Staying safe 7 La WB MH 28 (29) Staying Safe 7 Pr Finances (RW) 7 Su WB MH 23 (24) Being Mindful	Internet safety EB	Work experience – expectations, making contact & paperwork	WB MH5 (17) Fitness Part 1 10 Pr Consent (WAM)	
Half term 25-29 May					
12 <sup>th</sup> June	7CI & La (WAM) 7 Pr WB MH 23 (24) Being Mindful 7 Su Finances (RW)	Jobs in the wider world - speed networking preparation for 19 <sup>th</sup> June event (follow-up to be done at PM reg)	The law & Consumer Rights - LORIC? HB /MH	WB ML13 (14) Achievement 10 Su Consent (WAM)	

Date	7	8	9	10	11
10 <sup>th</sup> July (TBC)	SPORTS DAY	SPORTS DAY	SPORTS DAY	SPORTS DAY	
10 <sup>th</sup> July	7 Ci WB MH 23 (24) Being Mindful 7 La Finances (RW) 7 Pr WB MH28 (29) Staying Safe 7Su WB MH28 (29) Staying safe	Linking qualifications and skills with jobs – personal profiles & salaries (LMI)	WB MM16 (17) Mental Health Part 2	WB ML6 Balance (life)  TBC: 10 La Consent (WAM)	

## **Appendix 2: Relationships and sex education curriculum map – Science**

### Years 7 - 9

#### Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

#### Health

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

### Years 10 - 11

#### Health, disease and the development of medicines

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

#### Coordination and control

- hormones in human reproduction, hormonal and non-hormonal methods of contraception

### Appendix 3: WAM Youth’s RSE Sessions & UK Statutory Guidance for Secondary Schools RSE 2019/20

WAM Youth deliver sessions that cover a vast majority of the new Statutory Guidance for the RSE Curriculum for Secondary Schools. The sessions currently on offered (see Appendix 1) and the Curriculum areas they cover are in the table below.

#### Year 7 - Emotions & Relationships

This session helps young people to identify what values are important in building friendships and relationships, helps them to recognise emotions in themselves and others and discusses strategies they may want to use to manage their own emotions and how to help to support others around them.

#### Year 8 - Healthy Relationships

Students will consider different types of relationships, reflect on what is important to them in a relationship and the difference between healthy and unhealthy behaviours. They will explore what behaviours they may be comfortable with in a relationship and what factors may influence their capacity to control their own behaviours, how to identify unhealthy behaviour warning signs and where to go for help.

#### Year 9 - Sex and Relationships

Students will explore their attitudes to the place of sex in a relationship, discuss the positive reasons for delaying sex, learn about safe sex practices and explore common myths about STIs and sexual health. They will have an opportunity to find out about local sexual health services.

#### Year 10 Consent & the Law

This session raises awareness of how personal boundaries vary from person to person, how to recognise other people's boundaries and what factors influence someone's capacity to consent. It also provides an overview of legal aspects of consent and discusses what factors influence their ideas about sex (e.g. peer pressure, media, pornography).

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
	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	Healthy Relationships

Topic Area	Pupils should know...	Covered in WAM's Sessions on...
	<p>and why it must be freely entered into. the characteristics and legal status of other types of long-term relationships.</p>	
	<p>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p>	<p><b>Parenthood</b></p>
	<p>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.</p>	<p><b>Healthy Relationships</b></p>
<p><b>Respectful Relationships</b></p>	<p>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.</p>	<p><b>Emotions and relationships Healthy Relationships Sex &amp; Relationships</b></p>
	<p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p><b>Emotions and Relationships Healthy Relationships Sex &amp; Relationships</b></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). 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. 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><b>Within all our sessions we look to challenge stereotypes and encourage the development of healthy respect of self and others.</b></p>

Topic Area	Pupils should know...	Covered in WAM's Sessions on...
	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.	<b>Consent and the Law</b>
<b>Online and Media</b>	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	<b>Healthy Relationships Safe Online Behaviour Consent and the Law</b>
	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.	<b>Safe Online Behaviour Consent and the Law</b>
	what to do and where to get support to report material or manage issues online.	<b>Safe Online Behaviour Consent and the Law</b>
	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.	<b>Sex &amp; Relationships Consent and the Law</b>
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	<b>Safe Online Behaviour Consent and the Law</b>
	how information and data is generated, collected, shared and used online.	<b>Safe Online Behaviour</b>
<b>Being Safe</b>	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.	<b>Many of these concepts and laws are referred to throughout WAM sessions but further information can be provided or included if requested</b>
	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).	<b>Consent and the Law</b>
	how to recognise the characteristics and positive aspects of healthy	<b>Emotions and relationships</b>

Topic Area	Pupils should know...	Covered in WAM's Sessions on...
<b>Intimate and sexual relationships including sexual health</b>	one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	<b>Healthy Relationships Sex &amp; Relationships</b>
	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.	<b>Emotions and relationships Healthy Relationships Sex &amp; Relationships STIs</b>
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	<b>Puberty &amp; Becoming an Adolescent STIs</b>
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	<b>Sex &amp; Relationships Consent and the Law</b>
	that they have a choice to delay sex or to enjoy intimacy without sex.	<b>Sex &amp; Relationships</b>
	the facts about the full range of contraceptive choices, efficacy and options available.	<b>Partially discussed in Sex &amp; Relationships and STIs Full information can be added into any session on request</b>
	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).	<b>Can be discussed as part of Sex &amp; Relationships session on request</b>
	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use)	<b>Sex &amp; Relationships STIs</b>
	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.	<b>STIs</b>
	how the use of alcohol and drugs can lead to risky sexual behaviour.	<b>Healthy Relationships Sex &amp; Relationships</b>

<b>Topic Area</b>	<b>Pupils should know...</b>	<b>Covered in WAM's Sessions on...</b>
		<b>Consent and the Law</b>
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	<b>Sex &amp; Relationships STIs</b>
<b>Mental Wellbeing</b>	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	<b>Emotions and Relationships</b>
	how to recognise the early signs of mental wellbeing concerns.	<b>Emotions and Relationships</b>
	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.	<b>Emotions and Relationships</b>
<b>Internet Safety and Harms</b>	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 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.	<b>Safe Online Behaviour</b>
<b>Changing Adolescent Body</b>	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.	<b>Puberty and becoming an Adolescent</b>