



Wyvern St Edmund's
Learning Campus

Relationships and Sex Education Policy 2020-21

Our Vision

At Wyvern St Edmund's, our vision is that every student becomes the best version of themselves that they can be. This vision is enacted by fully embracing the pursuit of academic excellence to maximise the progress of every student. We champion a vision of personal growth in character that is relentlessly celebrated at every turn. Our students develop discipline and confidence in seeking wisdom and knowledge and developing their passions and God-given talents in all areas of life. Every member of our school is treated with dignity and respect and is shown care and consideration. We educate with a focus on relationships, participation in communities and the qualities of character that enable people to flourish together. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness'.

1. Policy statement

As a Church of England school, we take seriously our moral duty as educators to provide a holistic education. This ensures our students leave with a sense of their responsibility as global citizens who can contribute positively to society, along with excellent qualifications. Our moral duty extends to ensuring we provide high quality relationships and sex education.

2. Aims of Relationships and Sex Education

Sex and Relationships Education at Wyvern St Edmund's aims to support young people through their physical, emotional and moral development from childhood to adolescence, and into adulthood. We believe that Sex and Relationship Education is an essential part of a broad and balanced curriculum. It is delivered to all students in accordance with the school's Equal Opportunities Policy and the requirements of the DfE *Sex and Relationships Education Guidance (2000)* and the more recent Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, which are made under sections 34 and 35 of the Children and Social Work Act 2017.

The aims of sex and relationship education (RSE) at Wyvern St Edmund's are to:

- I. Provide a framework in which sensitive discussions can take place
- II. Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- III. Help students develop feelings of self-respect, confidence and empathy
- IV. Create a positive culture around issues of sexuality and relationships
- V. Teach students the correct vocabulary to describe themselves and their bodies
- VI. To guide and support students through their physical, emotional and moral development
- VII. To give students the skills and understanding they need to move with confidence from childhood, through adolescence into adulthood
- VIII. To reduce or delay sexual activity and the incidence of STIs and teenage pregnancy
- IX. To promote equality and diversity across the school, this includes teaching about LGBTQ rights
- X. To ensure understanding of the law regarding sex and relationships including sexual harassment, grooming, up-skirting, sexting, gaslighting, domestic abuse, consent and choices permitted by law around pregnancy

3. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They

also make Health Education compulsory in all schools except independent schools. This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This statutory guidance applies to all schools, and is therefore aimed at: governing bodies of maintained schools (including schools with a sixth form) and non-maintained special schools; trustees or directors of academies and free schools; proprietors of independent schools (including academies and free schools); management committees of pupil referral units (PRUs); teachers, other school staff and school nurses; head teachers, principals and senior leadership teams; Diocese and other faith representatives; and for reference for relevant local authority staff.

Please refer to:

Appendix 1: [RSE statutory guidance published July 2019](#)

Appendix 2 [RSE House of Commons Note published in 2019](#)

Appendix 3 [The Equality Act 2010 and schools: Departmental advice](#)

At Wyvern St Edmund's we teach RSE as set out in this policy.

4. 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 – the pastoral team and Head of PSHE pulled together all relevant information including relevant national and local guidance. Discussion with RSE teaching staff, pastoral and medical staff took place and informed the review.
2. Staff consultation – relevant school staff with responsibility for delivery and support of RSE were given the opportunity to look at the policy and make recommendations.
3. Student consultation – we consult regularly on what exactly students want from their RSE.
4. Parental consultation – we consult with parents regularly through our parent forum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. 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.

6. Delivery of RSE

Relationships Education, RSE and Health Education complement several national curriculum subjects, however RSE is predominantly taught within Personal, Social, Health Education (PSHE); discreet lessons embedded into the school curriculum by a small team of specialist teachers. Whilst some areas are taught as specific topics, for example, contraception, many elements of RSE such as the importance of healthy, committed, relationships are integral to all topics as well as other subject areas taught throughout the school. Specific topics taught within RSE are age appropriate and build on prior knowledge learned in previous years. Students are also made aware of organisations and

agencies who can offer advice and guidance. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

7. Religion and belief

Consideration will be given to the religious background of all students when planning teaching, so that the topics that are included in the core content are appropriately handled. We ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. At Wyvern St Edmund's we teach about faith perspectives on relationships, and balanced debate may take place about issues that are seen as contentious. Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

What topics will be covered and when?

The school's RSE programme is taught as part of the PSHE curriculum throughout Key Stages 3 and 4 (See Appendix 4: By the end of secondary school pupils should know). The time allocated to RSE in each year group is:

Year 7 - one sixty minute lesson every other week, meaning 18 hours of PSHE lessons in a year

Year 8 – one sixty minute lesson every other week, meaning 18 hours of PSHE lessons in a year

Year 9 – one sixty minute lesson every other week, meaning 18 hours of PSHE lessons in a year

Year 10 – one tutor time slot and time after summer exams, meaning 14 hours of PSHE lessons in a year

Year 11 – one sixty minute lesson every other week.

RSE in Key Stage 3

At this age students are going through the early stages of puberty. The topics covered are:

- Changes to the body, emotions and mental health during puberty
- Human fertility
- Contraception
- Personal responsibility for Health (e.g. personal hygiene, healthy habits, internet use)
- The menstrual cycle
- Sexual Relationships and an individual's health (including STIs, HIV and AIDs).
- Introduction to consent and thinking about personal boundaries and how to set them
- The effect of the media and the internet on body image

RSE in Key Stage 4

The topics covered in Key Stage 4 are:

- Human Fertility - how males and females differ in their fertility
- The impact of the Internet and mobile technology on sexual issues and how this might be different for boys and girls.
- Pornography and the potential for it to affect their relationships and expectations
- Peer pressure and how it may affect the choices they make
- Choices and alternatives to different sexual situations.
- Consent in the context of relationships

- Self-care (breast and testicle examination)
- Healthy and unhealthy relationships
- Teenage parenthood

Year 8 and Year 9 students will look at the changes that happen to the male/female body during puberty and will learn why these changes happen. They will have the opportunity to ask anonymous questions. Students will go on to look at some of the related health issues (e.g. personal hygiene, sanitary information) and how they can obtain more information in this area. Students also look at how their emotions and mental health change during puberty and how to deal with these changes in a healthy manner, as well as considering the characteristics of a good friend.

During this time students look at contraception, its different forms and why they might be used. Students look at different types of contraception, particularly barrier methods and how to apply these, including the use of appropriate demonstration models. They go on to discuss choices in different areas of sex and relationships. Students are encouraged to resist peer pressure in these situations and are given strategies to help them consider how they may respond to different situations before they find themselves in that situation. Students also look at STIs in detail and consider the most common infections, how they can be treated and how to lower the risks of infection. Students continue to look at relationships of all sorts and have an opportunity to learn about different ways of discussing tricky topics with parents and friends.

Year 10 and Year 11 students look at the internet and how it portrays sex and the sexes. Students explore how the media uses sex to sell products and how this can lead both sexes to be intimidated and persuaded by the media both online and in other areas. This session used to be taught in single sex sessions, but based on student feedback, these will now be delivered as mixed lessons. This also removes any discrimination or discomfort for transgender students. Emphasis is placed on how pornography, as well as the media, presents sex and the sexes and asks whether this is appropriate. Students are encouraged to question the examples being set and whether these are healthy. No pornography is shown during the lesson. Students also look at healthy and unhealthy relationships (both sexual and non-sexual relationships) in terms of characteristics of these relationships. They are encouraged to reflect on themselves and the best choices to make for themselves. Students also look at the advantages and disadvantages to teenage parenthood. Students consider what consent is and consider various scenarios and, again, are given the opportunity to discuss various situations and different responses, hopefully before they encounter them in real life. The law is discussed as well as future repercussions.

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). Students reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. How will we ensure inclusion and differentiate learning?

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with SEND (special educational needs and disabilities) who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. At Wyvern St Edmund's we will also be mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when

teaching these subjects. A wide range of appropriate resources is available to teachers of RSE. These are available for inspection by parents on request. Teachers recognise the importance of listening to the concerns of young people, particularly those who may find it more difficult to express emotions. We will identify students' different starting points and ensure that all students' situations are understood. Staff will be informed of new students with any particular need and will also be given guidance as to how to deal with these.

[PSHE education planning framework for pupils with SEND](#) is used to accompany the updated Programme of Study. This framework identifies topics of specific relevance to learners with SEND and maps out progressive learning outcomes within each topic from key stage 1 to 4. The 2020 edition has been expanded to include additional learning outcomes to ensure the framework addresses the new DfE Statutory Guidance for Relationships Education, RSE and Health Education in an appropriate way for pupils with SEND.

Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

9. What teaching methodologies will be used?

A variety of approaches are used to give students relevant information, enabling moral issues to be explored through discussion and to allow acquisition of appropriate skills. It is good practice to set out ground rules to help create a safe environment for discussion. PSHE Expectations will be clearly included at the beginning of each lesson as well as a reminder that there will be sensitive issues discussed. Students should not feel anxious or embarrassed by ensuring the following:

- a) Teachers/health professionals will not have to answer personal questions
- b) No student will be forced to take part in a discussion
- c) Students will be encouraged to use the correct name for body parts
- d) Meaning of words will be explained in a factual way

Teachers will use distancing techniques that involve de-personalising discussion. Teachers will be given training on how to respond to difficult questions. The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:

- a) acknowledge the question and promise to speak to the student later on an individual basis and/or
- b) in consultation with the head of year and pastoral manager, refer the student to an appropriate agency – school nurse, helpline or school counsellor.

10. How will students' questions be answered?

Students will have the opportunity to ask questions both openly and in an anonymous way. For example, in the Year 8 lesson on puberty, both the boys and girls have an opportunity to ask questions that may be concerning them by submitting them on a piece of paper or in an open conversation in class. If the teacher does not know the answer, they will find out and get back to the student at another time.

11. How will children who are thought to be at risk be supported?

Students are deemed to be at risk if they are:

- involved in situations where they can endanger themselves or others.
- involved in situations where they are being exploited or are exploiting others.
- victims of abuse, physical/sexual or emotional – this would require referral to the Designated Member of Staff for Safeguarding Children.

If a teacher learns from a student under 16 years of age that he/she is having or contemplating sexual intercourse the teacher should take steps to ensure that:

- wherever possible the young person is persuaded to talk to their parent/carer.
- the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception advice and services.
- child protection issues are addressed and the Designated Child Protection officer: Bruce Burley and Deputy Lisa Milner in school are informed.

12. The Involvement of Parents and Carers

We are committed to working with parents and carers. We will offer support by:

- Making this document available on the school website and by providing hard copies
- Explaining our RSE policy at parents' welcome evenings.
- Offering FAQs information to parents in the autumn term.
- Sending out an electronic parental survey via Google Forms

We notify parents about RSE topics by letter and/or email in Year 9 and 10.

Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE. Requests for withdrawal should be put in writing using the form in Appendix 5 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 RSE. The school must respect parents' wishes until three terms before a child turns sixteen. After that point, if a student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide this to the student in one of these terms. This process is the same for pupils with SEND, however there may be exceptional circumstances where the Headteacher may want to take a student's specific needs into account before making this decision.

Please refer to: Appendix 1: [RSE statutory guidance published July 2019](#)

13. How will we ensure the curriculum is balanced?

Consistent with the values already described, we will ensure that students are offered a balanced programme that includes many different viewpoints to particular situations. When looking at particular issues (such as contraception) students will be taught that different groups hold to different principles. Exploring different viewpoints does *not* mean that the school supports that viewpoint.

14. How will we ensure that our equalities obligations are fulfilled?

Under the Equalities Act 2010 Wyvern St Edmund's Learning Campus must strive to do the best for *all* students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

As well as being given knowledge and information, students will be encouraged to respect diversity. Staff teaching Relationships and Sex Education will be expected to do the same. They will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

We will review this policy every year or considering issues that come up in the local area or in light of national or legal considerations.

15. Roles and responsibilities

i. **The Local Governing Board (LGB)**

The LGB will hold the Headteacher to account for the implementation of this policy.

The LGB has delegated the approval of this policy to the Headteacher.

ii. **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. 7

iii. **SLT** approving and checking Head of PSHE knowledge of RSE and monitoring progress.

iv. **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 Headteacher Nicola Bull.

v. **Students**

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

The RSE programme and development will be led by Elinor Noble, Head of PSHE. There are currently three other teachers of PSHE: Mrs S.Newman, Miss B.Webb, Mrs S.Rideout.

Much of the work of RSE is supported in other areas of the school and embedded into schemes of work.

16. How will the RSE policy link to other school policies and other subjects in the curriculum?

The biological aspects of human sexual behaviour and contraception are delivered in National Curriculum Science. These lessons develop scientific knowledge and understanding and do not deal with values, beliefs and attitudes. Where aspects of sexual relationships arise in any other area of the curriculum they are considered in accordance with the values and beliefs framework of this policy. These lessons will involve any students who have been withdrawn from the PSHE Sex Education Programme. Teachers should act with professional judgement and respect students' and parents' views and sensitivities.

Moral choices are also covered in Religious Education; these include looking at fertility and fertility treatment in year 10.

The ICT department will also complete some work on responsible use of the internet as well as moral choices involved.

We liaise with all feeder schools to ensure appropriate continuity and development of Sex Education.

17. Training

Teaching staff and teaching involved in the delivery of RSE are supported with guidance and training in line with this policy. The subject leader of PSHE will also invite visitors from outside the school, such as school nurses, theatre companies or sexual health professionals, to provide support and training to staff teaching RSE. External agencies such as the school nurse will also be used to enhance the teaching of RSE.

Review cycle of policy

This policy will be reviewed every year in accordance with the school's review cycle.

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