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Wetherby Senior School

Relationships & Sex Education Policy

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This policy has been written in consultation with pupils, parents, staff and the governors according to the guidelines set out in the publications *Sex and Relationship Guidance* (DfE, July 2000) and *Sex and Relationships Education (RSE) for the 21st century* (the PSHE Association, the Sex Education Forum and Brook, 2014).

It has been updated in accordance with guidance stipulated in *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, making Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools but programmes are informed by the new statutory guidance for secondary schools.

It is important to create and maintain an open dialogue between parents and teachers. As the DfE statutory guidance states: *'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.'*

BACKGROUND

Definition of Relationships and Sex Education (RSE)

- Lifelong learning about physical, moral and emotional development
- Understanding the importance of marriage for family life, stable and loving relationships, respect, love and care
- Teaching about sex, sexuality, and sexual health
- It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching

Using guidance from the DfE policy statement *Relationships Education, Relationships and Sex Education, And, Personal, Social, Health and Economic Education* (March 2017), RSE includes teaching about:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict and how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health



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- healthy relationships and safety online
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships

Definition of Sexual Health

Sexual Health is a state of physical, emotional, mental and social well-being related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual Health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be protected and fulfilled. (World Health Organisation, 2002).

RSE & our Mission Statement

- Wetherby Senior School recognises that effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It is not delivered in isolation but rooted firmly in the Personal, Social, Health and Economic Education (PSHE) framework and through teaching of the National Curriculum.
- RSE helps and supports pupils through their physical, emotional and moral development; this means that they will learn to respect themselves and others, moving from childhood through adolescence into adulthood. This helps develop skills and understanding to live confident, healthy, independent lives, allowing the young person to deal with difficult moral and social questions.
- The School provides accurate information on understanding difference and respect to prevent and remove prejudice. Pupils learn to understand human sexuality, the reasons and benefits for delaying sexual activity, and appropriate advice on sexual health. It does not encourage early sexual experimentation but enables pupils to make informed decisions built on strong self-esteem, in preparation for the many different and conflicting pressures on young people.

Principles of delivery

Emphasis is put on healthy relationships and respect, high self-esteem and tolerance, whether in the classroom, on the sports field or within the wider community. The School's approach to the Prevent strategy, British Values and SMSC is understood within this broader context. Some aspects of RSE are taught through subject specific schemes of work, particularly those of Science and PSHE.

The programme aims to:



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- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, to make informed choices
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- Give pupils an awareness of relationships, love and care and the responsibilities of parenthood as well as sex
- Teach responsibility for, and the consequences of, one's actions in relation to sexual activity and parenthood
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- Provide opportunities for reflection to nurture personal values based on mutual respect and care
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
 - Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding
 - Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
 - Be delivered by competent and confident teachers (Appendix 2)
 - Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable

Curriculum

RSE lessons are delivered as part of the PSHE Scheme of Work (Appendix 3)

In addition, pupils may attend workshops delivered by outside agencies and some RSE topics are covered via Sixth Form lectures.

All materials used (DVDs, leaflets, classroom aids) are in accordance with the law, having regard to the age of the pupils concerned. The School has a strict internet safety policy preventing students from accessing unsuitable material.

The School encourages pupils to talk to trusted adults about RSE. It is desirable but not always possible these adults should be parents or guardians. The law allows health professionals to see, and in some circumstances, to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents.

Parents have the right to withdraw their students from the sex education element of RSE in secondary schools that falls outside the National Curriculum Science programme of study. They should do so in



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writing to the Headmaster. Parents will be invited to a meeting, to explain the School's policy and we will seek to accommodate the wishes and/or concerns of the parents. If that is not possible, the pupil will be withdrawn from the sex education element of RSE. Suitable work and supervision will be provided.

The proviso to the right of parents to withdraw their child is that 15-year-olds will be able to opt into sex education despite the objections of their parents – a right that will apply to students from three terms before they turn 16.

Parents do not have a right of withdrawal for 'health', 'relationships' or any other aspect of PSHE. There is no right to withdraw a child from National Curriculum Science which includes elements of sex education such as puberty and reproduction in primary or secondary schools.

Child Protection

When talking to children, teachers will make it clear that they cannot be totally confidential. If a pupil makes a disclosure that indicates that abuse is taking place, the teacher is bound by law to refer that pupil to the DSL. All teaching staff are made aware of Child Protection and Safeguarding rules and policies.

Evaluation

The School works closely with outside agencies, health professionals and the Local Authority to ensure that the delivery of RSE is appropriate and up to date. New statutory guidance was published by the DfE in 2019 and that informs programmes of study. The programmes of study and the statutory guidance is regularly reviewed annually by the Deputy Head (Pastoral and Wellbeing) and the Heads of Section to ensure that content is suitable, relevant and is engaging.

Pupils are surveyed at intervals for both RSE and PSHE to gauge their views about the programme.

Differentiation

Tutors tailor their delivery of RSE in PSHE lessons to ensure access and progress for all. When delivering potentially sensitive subjects, teachers are reminded to be aware of cultural differences and understanding. A safe environment for discussion of sensitive subjects is always sought.

RSE and PSHE education address diversity and equality issues. Delivery is designed to comply with the Equality Act 2010.



For some pupils with special educational needs (SEND), teaching staff may need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

All staff should make sure that their teaching is:

- sensitive
- age-appropriate
- developmentally appropriate
- delivered with reference to the law

Assessment

Pupils’ knowledge and understanding will be assessed through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils’ progress which may include presentations, written evidence, group work, observations.

• **Appendix 1**

CORE THEMES IN THE PROGRAMME OF STUDY AS ADVISED BY THE PSHE ASSOCIATION

CORE THEME 2: RELATIONSHIPS	
KS3 Learning opportunities in Relationships and Sex Education Students learn	KS4 Learning opportunities in Relationships and Sex Education Students learn
Positive relationships	
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race,	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R2. the role of pleasure in intimate relationships, including orgasms R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R4. the importance of stable, committed relationships, including the rights and



<p>culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p>protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>
<p>Relationship values</p>	
<p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p>
<p>Forming and maintaining respectful relationships</p>	
<p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p>	<p>R11. strategies to manage the strong emotions associated with the different stages of relationships</p> <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>R13. ways to manage grief about changing relationships including the impact of</p>



<p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>	<p>separation, divorce and bereavement; sources of support and how to access them</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties</p>
<p>Consent</p>	
<p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that</p>	<p>R18. about the concept of consent in maturing relationships</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p>



<p>consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p>	<p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>
<p>Contraception and Parenthood</p>	
<p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p> <p>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p>R26. the reasons why people choose to adopt/foster children</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p>
<p>Bullying, abuse and discrimination</p>	
<p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies</p>	<p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p>



<p>to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>
<p>Social Influences</p>	
<p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>



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Examples of safe and effective practice in the RSE classroom – Advice for Teachers (adapted from PSHE Association)

Ground Rules

- Agreed and negotiated with students, regular reminders
- Outline the rules of behaviour, particularly in discussion
- Examples include: no personal stories, confidentiality, respect the views of others

Distancing measures e.g. use examples of conversations or situations to avoid personal stories

- Makes the learning safe for all students
- Allows students to engage objectively with the topic
- Avoid embarrassing or re-traumatising
- Prevents public disclosures

Handling questions

- Use an Ask it Basket/Question box
- Value the question
- Find out what students think the answer is first
- Buy time to consult with others
- Signpost a variety of sources of support e.g. in school, local community, online

Avoid shock or shame

- Do not use extreme examples or resources that will induce feelings of shock or shame.
- Excitement response
- Too close to home
- Re-traumatising
- False sense of security

Positive Social Norms

- Use positive peer influence by providing realistic social norms
- Most children and young people make healthy choices most of the time
- This is the biggest influence on behaviour change in adolescents



Make RSE safe and inclusive

- Ensure *all* teaching reflects the reality, experiences and needs of *all* pupils
- Make no assumptions about pupils’ sexual orientation, gender identity, values, beliefs, experience or future choices
- Avoid heteronormative language, resources and activities
- Seek to challenge stereotypes and prevent prejudice-based bullying
- Differentiate effectively, this might include tailoring content or considering differing developmental stages
- Take into account the additional vulnerability of many pupils with SEND
- Avoid instruction or inspiration - Don’t accidentally provide details of harmful or risky behaviour including coercive behaviours, blackmail etc.
- Be clear about Safeguarding and Child Protection protocols. If in doubt, speak to the DSL.

Appendix 3

RSE in the PSHE SofW

Year Group	Term	Topic
7	Summer 1	1. Positive qualities of healthy relationships 2. My changing supportive relationships 3. Getting on and falling out 4. Discerning external factors in relationships 5. Assertiveness in relationships
8	Summer 1	1. Being in control of myself 2. Being in control of my relationships 3. Being in control of personal space 4. Managing control and coercion in relationships 5. Being in control of social media,
9	Mixed	1. Power in relationships, 2. Assertiveness and saying no 3. Porn – is it real? 4. Contraception 5. Consequences of unprotected sex
10	Mixed	1. Relationship and goals 2. Outside Provider Workshop 3. Disease treatments and lifestyle choices



		<ul style="list-style-type: none"> 4. Healthy long-term relationships 5. Love and loss 6. Critical view of relationships 7. Parties and consent talk 8. Unhealthy relationships 9. Gender and sexual identity
11	Mixed	<ul style="list-style-type: none"> 1. Consent 2. Future relationships 3. Hygiene and health 4. Pregnancy and choice 5. Staying safe in sexual relationships 6. Intimate romantic relationships (Outside Provider Workshop) 7. Gender diversity and sexuality 8. Coming out 9. Power in relationships 10. FGM and violence / forced marriage
12	Spring 1	Sexual Health and Consent Pornography
	Spring 2	Gender Identity Sex and Sexuality – Exploring Masculinities
13	Spring 2	University Social Life e.g. ‘hook-up culture’