

Relationships and Sex Education Policy (September 2022)



THE WELLS ACADEMY

RSHE SLT link:	S. Bailey	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2023	

Introduction

This policy outlines the academy's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and 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, Sex and Health Education compulsory for pupils receiving secondary education.

The RSHE teaching within the academy contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner throughout.

Formulation, dissemination, monitoring and review of policy

The RSE policy has been developed following consultation with the whole academy community. Consultation took place in the following ways:

- Review – SLT have worked with the local authority contact to collate all relevant information including relevant national and local guidance
- Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – A webpage was created to provide information and give parents and any interested parties briefing notes of the expected changes to RSE. Parents also had the opportunity to share their thoughts and concerns via an online survey
- Pupil consultation – we investigated pupils RSE needs via an online survey
- Ratification – once amendments were made; the policy was shared with the academy council and ratified

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy is available on the academy website and free of charge to interested parties via reception.

The RSE policy and RSHE curriculum will be reviewed annually by the RSHE Co-ordinator, SLT and governors. This review will be informed by the following: pupil and staff evaluation of the programme; pupil assessment; changes in legislation and guidance; and, parent feedback (gathered through an annual survey).

What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about healthy relationships, diversity, respect, love and commitment, healthy

lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. There are often concerns that RSHE will encourage sexual experimentation however evidence shows that those who receive comprehensive RSE at school are more likely to delay their first sexual activity and to use contraception when they do have sex (*Sex Education Forum website <https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SRE%20-%20the%20evidence%20-%20March%202015.pdf>*.) At secondary level we are building on the foundations of skills and knowledge that pupils have learnt at primary school.

Our key aim in providing RSHE throughout the academy is to safeguard our pupils. During their time at the academy pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

Why RSHE is important in our academy

The academy's values are reflected throughout our RSHE policy and curriculum; the academy promotes students having a positive impact on their family, community and the world. The RSHE curriculum will have a key focus on promotion of safeguarding our students and student wellbeing. Students will study an age appropriate curriculum around health and wellbeing, relationships and living in the wider world. Our RSHE curriculum also embeds British values, character development and equality.

We acknowledge that not all parents feel confident or comfortable talking to their children about specific topics therefore our work ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices.

Key Objectives

Our RSHE programme will focus on three elements: exploring attitudes and values; developing skills; and, improving knowledge and understanding. We aim to develop well-rounded individuals who respect themselves and others, who can communicate effectively and take responsibility for their actions.

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships of all kinds, not just intimate relationships
- Enable pupils to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- Give pupils the knowledge and skills to make informed, healthy decisions about their mental and physical health
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs, and image-sharing
- Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception and reasons for delaying sexual activity
- Support pupils to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience
- Support pupils to keep safe, both online and offline, including assessing the risks and

benefits of their actions and recognising that pressures and influences come from a range of sources

- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of our academy, taking into consideration the contextual information of the community and pupil needs (data from pupil consultation) with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science, in addition to more focused learning through RSHE sessions, tutor-time and assemblies.

Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our academy values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives within aspects of RSHE. We will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught in our RSHE programme and when, via the academy website.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be shared with parents/carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our academy community and wider society.

The Curriculum

RSHE will be taught in each year group throughout the academy. The curriculum we deliver is age-appropriate and progressive, building the pupil's knowledge, understanding and skills year on year. We work to objectives in each year group that support the achievement of outcomes outlined in the government RSHE guidance. See *Appendix A* for the outline of the RSHE scheme of work.

Some elements of RSHE are delivered through national curriculum Science:

Key Stage 3

Pupils should be taught about:

- 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.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes
- Comparing energy values of different foods (from labels) (kJ)

Key Stage 4

Pupils should be taught about:

- The relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the impact of lifestyle factors in the incidence of non-communicable diseases
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

In addition to the Science curriculum we will work towards the outcomes outlined in the government's RSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way during a pupil's time at the academy, with regular repetition of key themes. These elements will be delivered through timetabled PSHE sessions, drop down RSHE sessions, tutor time and assemblies. Learning will also be supported through cross-curricular approaches.

RSHE topics:

- Families

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Knife crime
- Health and Prevention
- Basic First Aid
- Changing adolescent body
- Careers
- Finance

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis through pupil and staff voice, online questionnaires and via the student council.

Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources. We offer opportunities for parents to familiarise themselves with the content of RSHE through the academy website, your child's tutor and parents evenings.

If you would like to discuss any of the resources used in more detail please contact your child's Pastoral Lead.

Teaching and Learning

The academy is responsible for planning lesson content and providing relevant resources to all teaching staff who deliver. Teaching assistants may provide additional support for pupils with SEND. Everyone involved in the teaching of RSHE will follow the academy policy.

The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

To ensure that all pupils feel able to contribute effectively to RSHE a number of teaching strategies will be used, including:

- Establishing a group agreement with pupils;
- Using 'distancing' techniques (eg. Case studies and role-play)
- Dealing with questions in an age-appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection.

External speakers

The academy may use outside visitors to enhance the RSHE provision delivered by teachers. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- be suitably qualified to deliver RSHE sessions
- be aware of the academy policy on RSHE and work within this
- be supervised by a member of staff at all times when on the academy premises
- alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme

Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of pupils. The questions will also be fed back to the Coordinator as part of the evaluation and monitoring process.

Staff training

All staff delivering RSHE will receive training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, pupils and the academy as a whole.

Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include verbal feedback from teachers, presentations, self-assessment and peer assessment. Pupil's effort and contributions in RSHE will be included in the end of year report.

Parents

We believe that RSHE is a partnership between the academy and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE is explored in more detail within the context of individual families. Information regarding the RSHE curriculum and delivery will be updated via the academy website.

Parents will be given the opportunity to share their feedback annually through a parent survey.

Any parents wanting more information about our RSHE curriculum can contact their child's Pastoral Lead.

Right to be excused from sex education:

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. You can see in *Appendix A* which parts of our programme are sex education. The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from RSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers.

To request that a pupil be excused from Sex Education parents should write to the Principal. The Principal will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion. Except in exceptional circumstances the school will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education.

The process above is the same for pupils with SEND, however in exceptional circumstances the Principal may take account a pupil's specific needs arising from their SEND when agreeing any application to be excused.

Teachers will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if confidentiality has to be

broken, due to safeguarding concerns, they will be supported as appropriate. Please see our Safeguarding policy for more details of risk factors.

Through taught lessons, teaching staff will signpost pupils to sources of confidential local and national support services such as; the school nurse, counsellor or any other appropriate agencies. Health professionals working outside of school lessons are bound by their own professional code of conduct.

Further information

If you would like to discuss our provision of RSHE further please contact the Pastoral Leads or a member of the Senior Leadership Team.

If you have a complaint about any aspect of our RSHE provision please follow the academy's complaints procedure.

Appendix A

Personal Development 2022 - 2023 Plan

PD Topic	Faculty	Staff members
Sex and Relationships	Vocational/creative	AMA, CAO, APH, LWE, GBI, IMH, SBX
Living in the wider world/British Values	Culture	CMC, EPO, HTI, BBE, CGO, THA, (teach first)
Finance and Online Safety	Maths	APA, JPU, JRA, DSH, CTO, CDA, RHA
Health and Wellbeing	Science	KLO, DMA, IOG, KSL, SFL, HTH (teach first)
Community and Responsibility	English	CKN, RMC, SDI, MAU, AHY, Drama teacher

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Health and wellbeing	Community and responsibility	Sex and relationships	Finance and Online Safety	Careers (maths team)	Living in the wider world/British Values
Year 8	Living in the wider world/British Values	Health and wellbeing	Community and responsibility	Sex and relationships	Careers (vocational team)	Finance and Online Safety
Year 9	Finance and Online Safety	Living in the wider world/British Values	Health and wellbeing	Community and responsibility	Careers (English Team)	Sex and relationships
Year 10	Sex and relationships	Finance and Online Safety	Living in the wider world/British Values	Health and wellbeing	Careers (science team)	Community and responsibility
Year 11	English Team	Vocational/creative team	Maths team	Culture team		

Day	Date	Month	Year 7 PDC Monday Lesson 1	Year 8 PDC Monday Lesson 1	Year 9 PDC Monday Lesson 1	Year 10 PDC Monday Lesson 1	Year 11 PDC Monday Lesson 1
Monday	30	August	Bank Holiday				
Monday	12	September	Adapt to a New School	First Day Admin	First day Admin	First Day Admin	Unifrog Introduction - CBL
Monday	19	September	Managing Worries	Overcoming misconceptions (discrimination etc)	Budgeting	Sexting	Motivation, Perseverance, Resilience
Monday	26	September	Healthy Habits	Gender identity homophobia, biphobia, sexual orientation	Understanding bank accounts mortgage and rent	Unifrog Introduction - CBL	Values
Monday	3	October	How do I look After my Body	Impact of Gender Discrimination	Unifrog Introduction - CBL	Unprotected Sex	Teenage pregnancy
Monday	10	October	Unifrog Introduction - CBL	Unifrog Introduction - CBL	Interest rates / savings and loans	Healthy and Unhealthy relationships / Grooming	Fostering and Adoption
Monday	31	October	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh
Monday	7	November	Kindness	Impacts Energy Drinks	Equal opportunities	Future proofing online accounts	Signs of a controlling relationship
Monday	14	November	Resilience	Smoking	Challenging racisms and religious discrimination	Influences on financial decisions	Managing judgement of others
Monday	21	November	Greatness	Drugs	Influencing beliefs and decisions	What is financial risk	Stalking
Monday	28	November	Teamwork	Habit and Dependence	Radicalisation & Extremism	Debt	Sexual Violence & Sexual harassment

Monday	5	December	Communication	Stress & Anxiety	What is gambling / managing risks	Financial planning	Domestic Abuse
Monday	12	December	Overcoming Challenges	Looking after Mental Health	Are all families the same as mine	Students Loans	Sexting
Monday	19	December	Avoiding Peer Pressure	Self worth and Confidence	Reading	Reading	Reading
Monday	9	January	How to establish and manage friendships	Values	Stigmas around Mental Health	Ethical and legal implications of consent	Preparing for GCSEs
Monday	16	January	Qualities and behaviours for positive relationships	Risks of Social Media	Staying Healthy and Safe Online - Grooming	The rules of law, what is legal and illegal	Ambition and Realistic Expectations
Monday	23	January	Signs and effects of bullying	Peer Pressure and managing influences	Healthy Relationships	Democracy, political and legal systems	Post 16
Monday	30	January	Sexting	Managing risks in the Community	Healthy Eating	How does elections work	Budgeting
Monday	6	February	Consent	Communicating Assertively	School / Leisure / Sleep time management	Why should we vote?	Student Loans
Monday	20	February	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh
Monday	27	February	Cyberbullying	Expectations o a romantic relationship	Values	Changes during adolescence	Stress Management
Monday	6	March	Using social media safely	Consent & Assertive communication	Managing personal brand	Reframing negative thinking	Maintaining a healthy lifestyle
Monday	13	March	Bank Account s	Positive Healthy Relationships	Fake News	Recognising Mental Health	Health - Checking for cancers etc
Monday	20	March	Spending and Saving Money	Sexting	Influences from Role Models	Types on Mental Health	Loss and Grief

Monday	27	March	Financial Products	Sexual Violence & Sexual Harassment	Gang Culture and media perception	Exam Stress	Safety on a night out
Monday	17	April	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh	
Monday	24	April	What is my learning style	What is employability	Preparing for GCSEs	Employability	
Monday	8	May	Skills Reflection	Setting Aspirational Goals	Careers Paths available	Post 16 Pathways	
Monday	15	May	Interests / Strengths for the future	What skills do I already have	Employability and Enterprise	Apprenticeship and A Levels	
Monday	22	May	Enterprise Skills and Qualities	What opportunities are available	Goal Setting	CV Workshops	
Monday	5	June	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh	The Wells Way Refresh	
Monday	12	June	What are British values what does it mean?	Challenging media stereotypes	Worries of online Relationships	Inclusion, Respect and Belonging	
Monday	19	June	Discrimination	Recognising biased or misleading information online	Maintain positive relationships	Reading	
Monday	26	June	Identity rights and responsibilities living in a diverse society	Age restrictions online	Contraception	Understanding our community	
Monday	3	July	Avoiding stereotypes	Protecting online security	Consent, myths and misconceptions	How to get involved in the community	
Monday	10	July	Think you know - Avoiding stereotypes	How relationships are betrayed in the media	Conflict in relationships	Why bother (getting in the community)	
Monday	17	July	Reading	Opportunities and risks of online relationships	Managing Change in family relationships	Personal Qualities and how can I use them	

Monday	24	July	Radicalisation & Extremism		Relationships support Services	Reading	
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