



Relationships and Sex Education (RSE) Policy

September 2024

Aims

The aims of Relationships and Sex Education (RSE) at Watling Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare/support students to manage puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

All of the above will be underpinned by our core values of **Respect, Responsibility** and **Kindness**

Statutory Requirements

As a secondary academy, we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Documents that inform the school's RSE policy include:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)

As per our funding agreement, the Academy Trust will have regard to section 403 (as outlined above), on sex and relationship education to ensure that children at our Academy are protected from inappropriate teaching methods and that they learn the nature of marriage and it's importance to family life. The Academy trust will also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained Academy.

At Watling Academy we teach RSE as set out in this policy.

Policy Development

The first delivery of the contents within this policy will take place **from September 2024**. Future developments of this policy will be developed in consultation with staff, students, and parents. The consultation and policy development process will involve the following steps:

1. Review – a member of staff or working group pulling together all relevant information including relevant national and local guidance
2. Staff consultation – all Academy staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to

attend a meeting about the policy

4. Student consultation – we will investigate what exactly students want from their RSE
5. Ratification – once amendments are made, the policy will be shared with governors and ratified

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.

Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary.

We will continue to develop the curriculum in consultation with parents, students, and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. However, whilst PSHE will be delivered in tutorial (plus other areas as per policy), we will have dedicated days to deliver some aspects of RSE. Biological aspects of RSE will be taught within the science curriculum, and other aspects are included in religious education (RE). We will also use PE lessons and well-being lessons to deliver aspects of RSE.

Our RSE programme aims to prepare students for an adult life in which they can:

1. Dispel myths.
2. Explore a range of attitudes towards RSE issues and reach their own informed views and choices for a healthier lifestyle. They will develop positive values and a moral framework that will guide their decisions, judgments and behaviour; have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want.
3. Develop respect and care for others.
4. Develop skills relevant to the effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help, helping others and understanding the need to report peer-on-peer sexual abuse and sexual harassment to ensure that such behaviour is not normalised.
5. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
6. Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
7. Communicate effectively by developing appropriate terminology for sex and relationship issues.
8. Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
9. Understand the arguments for delaying sexual activity and the reasons for having protected sex.
10. Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
11. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
12. Know how the law applies to sexual relationships, including what constitutes peer- on-peer sexual abuse and sexual harassment

RSE focuses on giving students the information they need to help them develop healthy, nurturing

relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

The programme we follow at Watling Academy is based on national guidelines provided by the DfE, the PSHE Association and is sensitive to the age and experience of our pupils. We have thought carefully about which year groups should study which content and consulted with students to ensure information is delivered in a timely manner. It is delivered in period one as part of our Wellbeing curriculum, through assemblies and informally through other subject areas and the ethos of the school. Please be aware that the term 'relationship' is used to describe any connection - friendships, parent-child or romantic relationships.

Inclusion and differentiation

Our RSE programmes of study will recognise that young people bring prior learning and real-life experiences to their new learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, (deleted gender identity), faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, (deleted gender identity), faith or culture of their immediate family, close friends and wider community.

Students with additional educational needs

As far as it is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Teaching assistants will work with individual students where required, sometimes on a one to one basis.

It is the Academy's policy not to withdraw young people with special educational needs from RSE to catch up on other subjects, as we believe that these aspects of personal and social development are as important as academic achievement

All RSE areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The Governing body

The Governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

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 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.

All teaching staff will be tutors (with the current exception of the Headteacher and Deputy Headteacher). Therefore, all members of staff at Watling Academy will take part in delivering RSE at some point.

Students

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

Responsibilities:

The RSE programme will be led by Mr Parks (Assistant Head)

- It will be taught by the form tutors delivering the lessons to their tutor groups.
- It will be supported by staff receiving professional development within RSE, training sessions on the

topics that will be delivered and how to manage difficult conversations with students.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

This will include ensuring that SRE catch up opportunities are provided for students who may wish to opt into SRE within 3 terms of their 16th birthday, but have missed out on previous learning on the areas being covered.

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

Training

Staff will be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the Academy, such as School nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the member of the leadership team in charge of Care (currently JHS, Deputy Headteacher, Pastoral) through:

- Checking Schemes of Work and monitoring delivery via learning walks and student feedback.
- Checking students' development in RSE which is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the member of the Leadership team in charge of Care (currently JHS, Deputy Headteacher, Pastoral), annually and findings reported directly to the Headteacher. At every review, the policy will be approved by the Governing Body.

Safe and effective practice

Establishing a Safe Learning Environment:

- Teachers should create a safe, respectful, and inclusive learning environment where all students feel comfortable discussing RSE topics.
- Ensure that classroom discussions are confidential and that students can ask questions without fear of judgment or ridicule.
- Teachers must be aware of students' emotional and psychological well-being, offering support when needed.

Ground Rules for RSE:

- Clearly define and communicate ground rules for RSE lessons, such as respecting diverse perspectives

and opinions, using respectful language, and maintaining confidentiality.

- Emphasise the importance of mutual respect among students and the teacher during discussions.

Distancing the Topic from the Pupil:

- Approach RSE topics in a sensitive and non-judgmental manner, emphasizing that the content is about factual information, not personal values or judgments.
- Encourage students to discuss RSE topics from a general and educational perspective, rather than a personal one.

Managing Sensitive or Controversial Issues:

- Teachers will be trained to address sensitive and controversial topics with sensitivity and objectivity.
- Provide guidance on managing discussions about potentially sensitive issues, ensuring that they are age-appropriate and respectful of diverse perspectives.
- Encourage open dialogue while ensuring that discussions remain respectful and supportive.

Answering Pupils' Questions:

- Teachers should be prepared to answer students' questions with accurate, age-appropriate, and evidence-based information.
- If a question goes beyond the scope of the lesson or the teacher's knowledge, they should be encouraged to seek guidance from relevant resources or the school's designated RSE coordinator Mr Parks.

Shared and Agreed Staff Protocol:

- All staff members involved in teaching RSE should adhere to a shared and agreed-upon protocol.
- Regular training and professional development opportunities should be provided to ensure that all staff members are well-equipped to teach RSE effectively and in accordance with the school's policy.
- Staff should be aware of the legal requirements related to RSE, including parental consultation and opt-out procedures.

Curriculum Planning:

- RSE curriculum will be designed with input from educators, students, parents, and relevant experts.
- The curriculum will be age-appropriate and aligned with educational standards.
- Clear learning objectives, teaching materials, and assessment methods should be established.

Involvement of Parents and Guardians:

- Watling will communicate with parents and guardians about the RSE curriculum, giving them the opportunity to provide feedback and raise concerns.
- Provide parents with information about the content, resources, and materials used in RSE lessons.
- Respect the rights of parents to opt their children out of certain RSE lessons, in accordance with legal requirements.

Evaluation and Continuous Improvement:

- Regularly assess the effectiveness of RSE lessons and the impact on students.
- Use feedback from students, parents, and staff to make continuous improvements to the RSE curriculum and delivery.

Safeguarding

At Watling Academy, we are committed to providing a safe and supportive environment for the delivery of Relationship and Sex Education (RSE). Our RSE policy prioritizes child protection, safeguarding, and confidentiality to ensure effective and respectful RSE practice.

Child Protection and Safeguarding Protocols:

- All RSE teachers at Watling Academy are required to complete regular training on child protection and safeguarding to ensure the safety and well-being of our students.
- Teachers will promptly identify and report any safeguarding concerns following the school's established procedures, with a designated safeguarding lead (DSL) available to offer guidance and support for teachers and students.
- Our students will be informed about the importance of safeguarding and their right to report any concerns to a trusted adult within the school.

Confidentiality:

- All RSE discussions, questions, and disclosures within the classroom will be treated with the highest level of confidentiality. Teachers will emphasize the importance of respecting students' privacy and the sensitive nature of RSE topics.
- Teachers and students are expected to maintain confidentiality unless there are concerns about the safety and well-being of a student, in which case information will be shared in accordance with our child protection and safeguarding procedures.

Visitors and External Agencies:

- Any visitors or external agencies participating in RSE activities at Watling Academy will be informed of the school's safeguarding protocols. They will be required to adhere to the same standards of confidentiality, professionalism, and respect for students' well-being.
- Visitors and external agencies will receive a briefing on our whole-school approach to RSE, emphasizing our commitment to providing accurate, age-appropriate, and respectful education in partnership with students and parents.

Protocols for Vulnerable or 'At-Risk' Pupils:

- Watling Academy recognises that some pupils may be considered vulnerable or 'at-risk.' We are committed to providing additional support and guidance.
- Teachers will be trained to identify signs of vulnerability and risk, and they will report concerns to the DSL or relevant authorities as necessary.
- For pupils identified as vulnerable, we will develop tailored support plans in collaboration with parents or guardians, and we will engage external agencies when appropriate.
- In cases where there is a risk of harm to a pupil, the school will take immediate and appropriate action in accordance with our child protection and safeguarding procedures.

RSE policy review date:

As part of effective RSE provision, the RSE policy should be reviewed at least every 3 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Relationships and Sex Education Curriculum Map

Year	Topic	In this unit of work, students learn...
7	<p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
8	<p>Identity and relationships (Deleted gender identity) Sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about (deleted gender identity) and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill
9	<p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12,</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations

	R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<ul style="list-style-type: none"> • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
10	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy
11	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> • about core values and emotions • about (deleted gender identity, gender expression and) sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support

Appendix 3: Parent form: Withdrawal from Sex Education within RSE



TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the Academy to consider			
Parent signature			

TO BE COMPLETED BY WATLING ACADEMY

Agreed actions from discussion with parents	