

Relationships and Sex Education Policy

SECONDARY

DATE: July 2023

OWNED BY: Director of PSHE

APPROVED BY: Trust Board

REVIEW DATE: July 2024



1. Context

In Wickersley Partnership Trust schools (hereafter known as WPT) student's wellbeing, happiness and safety are our first priority and PSHE is the key vehicle through which we share this with them. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. We aim to send every young person into the world able and qualified to play their full part in it. We believe that both are equally important to our students so that they can play their full part in the world.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students. Under Section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and

Help students develop feelings of self-respect, confidence and empathy
Create a positive culture around issues of sexuality and relationships

based violence, safety in relationships- including what constitutes a healthy relationship and issues surrounding consent, child on child abuse, sexual harassment, exploitation, abortion, internet safety, the impact of pornography and sexting (also known as Youth Produced Sexual Imagery).

All of the above topics are taught using a spiral curriculum which covers the same themes in each year but in a more in depth, but age appropriate, manner. Our RSE programme is inclusive of people from all backgrounds, races, sexualities, gender identities and so on in line with The Equality Act (2010).

A guide to lesson content and activities in RSE lessons can be found on the PSHE page of the school website. Prior to delivery of RSE parents will be provided with an overview of lessons and useful resources/websites to enable support and guidance at home. Please contact the Director of PSHE if you require further information on lesson content on ebannister@wickersleypt.org.

We will ensure RSE is matched to the needs of our pupils by regularly communicating with parents and students, using local data, school data and student surveys to inform lesson content. Pupils will be encouraged to reflect on their own learning and progress within individual lessons.

The main aspects of our curriculum are set out as per Appendix A but it may need to be adapted when necessary. We have developed the curriculum in consultation with parents, students and staff, considering 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 that students are fully informed.

6. Delivery

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, blended families, LGBTQ+ 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, family members with additional learning needs and/or disabilities). Learning in this area should also celebrate the influence of culture on family life.

6.1 Safe and Effective Practice

We will ensure a safe learning environment by ensuring all pupils agree to and understand the PSHE

Remind teachers that they can say “no” or, in extreme cases, stop a session.

Make sure that the teacher is in the room during any sessions with external speakers.

We won't, under any circumstances:

Work with external agencies that take or promote extreme political positions.

Use materials produced by such agencies, even if the material itself is not extreme.

7. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. We make procedures in relation to confidentiality clear to students. Similarly, if questions are asked in class or in an assembly, adults will follow agreed practice based on DfE Guidance 2019. In an instance of disclosure, staff will consult with the Designated Safeguarding Lead (DSL) and in their absence the Deputy

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

11. Monitoring and Review

The delivery of RSE is monitored by the Assistant Headteacher with responsibility for Teaching and Learning, and the PSHE Director. Quality assurance is carried out on a half-term basis. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the PSHE Coordinator. Any changes to the policy will be clearly communicated to all members of staff involved in the Sex and Relationship Education programme.

RSE Policy Development and Review Date

This policy will be reviewed on 1st July 2024.

It will be reviewed by Ellie Bannister following consultation with Governors, senior staff, parents and students.

This will ensure that it continues to meet the needs of students, staff and parents, and that it is in line with current Department for Education advice and guidance.

APPENDIX A

Prior to all topics, parents and guardians will receive an email to confirm the topic will soon be delivered and who to contact if there are any queries. This will also provide detailed overview of the lessons, resources and signpost parents and guardians to helpful websites.

Further guidance on the RSE curriculum can be found on the PSHE page of the school website.

Year group	Delivery time	Topic overview
Y7	Half term 3	<ol style="list-style-type: none">1. Puberty, physical changes and the teenage brain2. Healthy/unhealthy relationships3. Managing conflict4. Consent5. Child sexual exploitation and grooming6. Body image
Y8	Half term 4	<ol style="list-style-type: none">1. Relationship values and influences2. Sexual orientation and gender3. Consent and avoiding assumptions

APPENDIX B

PARENT FORM: WITHDRAWAL FROM SEX EDUCATION IN RSE

This form should be completed and emailed to the Headteacher.

Name of child		Form	
Name of parent		Date	
Reason from withdrawing from sex education within relationships and sex Education			
Any other information you would like us to consider			

That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)

How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of, and facts about, testing

About the prevalence of some STIs, the impact they can have on those who contract them