



Wilson Stuart School

A Special Academy



Relationship and Sex Education Policy

March 2023

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RSE policy

Rationale and ethos

This policy covers our school's approach to Relationship and Sex Education, including Statutory Relationship Education in Primary, Statutory Relationship and Sex Education in Secondary and Statutory Health Education in both Primary and Secondary.

It was produced by Leigh Noble (Personal Development Lead) through consultation with parents, pupils and the PSHE association.

Our school's overarching aims for our pupils are to ensure what they learn is relevant and can be applied to real life learning in preparation for their next steps required for adulthood.

We define 'relationships and sex education' as education that focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health

We believe relationships and sex education is important for our pupils and our school because it will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

We view the partnership of home and school as vital in providing the context of a consistent RSHE (Relationship, Sex and Health Education) both at school and at home. Through effective partnership, we can inform parents of when and what we are teaching so that they are ready to deal with any questions or issues that might arise as a result of their PSHE lessons.

We ensure RSE is inclusive and meets the needs of all our pupils by choosing topics that are most relevant to them. We find this is out by through parent consultation and pupil voice. Our curriculum is designed so that we are able to revisit important topics to check that knowledge, skills and understanding of key areas has been cemented. Our curriculum is also given the flexibility to be reactive to any issues that may arise throughout the course of the year.

We ensure RSE fosters gender equality and LGBT+ equality by using materials that are inclusive of people from all genders and sexualities.

Teaching is sensitive and age appropriate in approach and content. Appropriate content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. As a result pupils will have an understanding of the importance of equality and respect.

Roles and responsibilities

The RSE programme will be led by Leigh Noble and taught by all teachers of PSHE.

A working party has been created called the Personal Development Team. This team meets termly to discuss all aspects of Personal Development, including RSHE. We reflect on the quality of teaching and learning during these meetings and make plans to improve the quality of RSE delivery.

Staff are in the process of receiving training from Umbrella with the aim of improving understanding and staff confidence in the delivery of RSE. Six sessions have been planned with one session taking part every term.

The Executive Head teacher is responsible for leading 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.

Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

This policy supports/complements the following policies: Safeguarding and Child protection policy, Online safety policy, PSHE policy and Equality policy.

Documents that inform the school’s RSE policy include:

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

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision. RSE is highlighted and included in our long term plans. An overview of the learning in each year group can be found on the common drive and are available upon request from Leigh Noble.

We will the cover topics below:

Topic	Statutory Primary relationship education
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability.

	<ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <ul style="list-style-type: none"> • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Topic	Statutory Secondary relationship and sex education
Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to

	recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <ul style="list-style-type: none"> • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

	<ul style="list-style-type: none"> • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • 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 and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Physical health and mental wellbeing: Primary

Topic	Statutory Primary Health Education
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

	<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity).

	<ul style="list-style-type: none"> • how and when to seek support including which
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Physical health and mental wellbeing: Secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Topic	Statutory Secondary Health Education
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<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
<p>Internet safety and</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and <p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks.

	<ul style="list-style-type: none"> • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. <p>the facts and science relating to immunisation and vaccination.</p> <ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

We will ensure RSE is matched to the needs of our pupils by providing them with a pathway that is suitable for their level of learning. For example, those in the SLD Explore Pathway will be using the Equals Curriculum and those in the Challenge and Believe Pathways will be using PSHE association Planning Framework for Pupils with SEND. Using these specialized resources ensures that we given enough time for learning to be embedded and spend more time on topics that are going to effect the lives of our learners most, regardless of physical need or medical condition.

Our RSE programme will be taught through a range of teaching methods and interactive activities and lessons will be highly differentiated as evidenced in Medium Term planning. This will ensure that all pupils are able to meet their learning objectives. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Preparing for Adulthood, Science, PE and ICT. Pupils will be encouraged to reflect on their own learning and progress and assessment in RSE is an area that is currently under development.

Safe and Effective practice

We will ensure a safe learning environment by promoting total inclusion and encouraging the freedom to express and the opportunity to be heard.

Teachers and pupils will agree ground rules at the start of their block of learning. These rules will be visible and discussed at the start of lesson and referred to when necessary throughout.

Distancing techniques are used because they serve to put an identifiable space between the difficult subject and the individual learner, so that the question does not become a 'what do you think?' line of approach but 'what might they think?' instead. It takes away the need to know and gives permission to try.

Pupils' questions will be answered by members of staff in the room and if the answers cannot be given immediately then staff will try their best to find the answer and get back to them. This may involve seeking advice from other professionals. This approach is encouraged and accepted throughout school and also allows us to deal with sensitive issues in a collaborative and informed way.

Pupils will be able to raise questions anonymously by using question boxes and other methods deemed suitable by the class teacher.

All staff teaching RSE will be supported by their colleagues and external CPD providers at termly PSHE meetings.

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, if a pupil makes a disclosure we will follow the school's safeguarding procedures. See safeguarding and child protection policy for more details.

Visitors/external agencies which support the delivery of RSE will be required to meet the expectations as outlined in section 4 of the safeguarding and child protection policy.

For those pupils who may be considered vulnerable or at risk, teachers will liaise with the designated safeguarding lead and in his /her absence their deputy on the best approach for that pupil. Advanced warning of particular topics may be given to children and their families in order to support them in their learning.

Engaging stakeholders

We are committed to working with parents and carers.

We will communicate with parents and carers through Weduc on changes to policy, when certain topics are being taught, parent engagement events and consultation events.

We will encourage discussion of topics at home by sharing what has been taught that week on Weduc so that parents can be involved in their learning and are aware of the issues that we are tackling.

Parents have received training on the importance of PSHE from Amy Malone of Umbrella on 29th June 2023

Legal legislation states that parents have the right to withdraw their children from aspects of RSE which do not form part of the science national curriculum. If a parent wishes to withdraw their child a meeting with the Headteacher is organised through Leigh Noble and, if withdrawal is still decided following the Headteacher's meeting, alternative provision will be provided.

Monitoring, reporting and evaluation

RSE provision and content will be monitored as part of the School's lesson observation cycle. Once an assessment system that is suitable for all pathways has been designed, we will use Insights to monitor pupil progress and put any actions into place.

The PSHE subject development plan is updated termly and is where RSE provision will be evaluated and consulted on.

Pupil voice will be influential in adapting and amending planned learning activities and PSHE/RSE is an agenda item for all pupil forum meetings.

RSE policy review date

This policy will be reviewed by March 2024

It will be reviewed by Leigh Noble

This will ensure that we are providing a tailored RSE for our diverse range of learners here at Wilson Stuart.