



Relationships and Sex Education Policy

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1. Aims and Objectives

At Wilmington Grammar School for Boys our values of Personal Excellence, Respect and Equality are reflected in the Governments 2017 SRE policy statement.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- To educate students about sex, sexual health and sexuality
- To educate students on different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships
- To inform students of the risks of sending sexually inappropriate electronic communications
- To help safeguard students from child sexual exploitation
- To enable students to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent
- To enable students to recognise unhealthy relationships and know where they can get support
- To educate students on issues faced by the Lesbian, Gay, Bi-Sexual, Transgender (LGBT+) community
- For students to have a developed understanding of the behaviours which contribute to a healthy life style
- For students to have a secure understanding of how relationships may affect health and wellbeing

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils 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.

At Wilmington Grammar School for Boys, we teach RSE as set out in the Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Department of Education 2020

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE focuses on giving young people 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

RSE will be delivered at Wilmington Grammar School for Boys through delivery of the LIFE programme, which occurs during form times and drop down half mornings and also in core curriculum opportunities, as appropriate.

The Life programme covers Careers and many aspects of PHSE and RSE.

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

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-Science 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 are responsible for delivering RSE. The delivery of RSE is co-ordinated by the PHSE co-ordinator and the Assistant Headteacher (Behaviour and Welfare)

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science 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 school will arrange this for at least one term.

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 pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. This discussion will be around the benefits of receiving the curriculum and the disadvantages of being withdrawn. The views of the child will be considered and a written record of the meeting kept.

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

9. Training

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

The PHSE co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Head teacher and the PHSE and RSE co-ordinator. This is achieved through PHSE and RSE reviews, learning walks, staff, parental and student feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the local governing board.

Appendix 1: Curriculum map

KS3

	Dropdown	Term 1 - Fri 30/09	Term 2 - Thu 01/12	Term 3 - Fri 20/01	Term 4 - Tue 14/03	Term 5 - Thu 04/05	Term 6 - Thu 20/06
Year 7	Life programme	Trust and Community	Bullying (online focus) and Men's Mental Health	Knife Crime & Safety	My Physical Health	Careers Related and Tasha will take the 7's who were absent to do Morrisby profile	Careers - Employer event
	Lessons	Transition to Secondary	Transition to Secondary continued	Staying safe online and offline	Introduction to Politics	Equality impact on relationships, careers etc.	Changing adolescent body and FGM, preparation for Careers Event and Careers Futures Survey
	PEP	Identity and Transition to Secondary	Respectful relationships - families and friends				Puberty and healthy lifestyle
Year 8	Life programme	RSE Continued: Sexual Orientation and Sharing Personal Content Online	Daniel Spargo-Mabs performance, Alcohol focus for part 2	Stereotypes and life lessons - update Morrisby Profile	Citizenship: Desert Island Living	RSE: Healthy relationships and managing emotions	Careers - Employer event
	Lessons	Introduction to RSE - gender identity, healthy relationships and sexuality	Drugs & Alcohol introduction	British Values, Crime and Society	British Values, Crime and Society	Financial choices and risk	Careers - Employer event preparation and Futures Careers Survey
	PEP		Daniel Spargo-Mabs				
Year 9	Life programme	Healthy lifestyles: Is there such a thing? and Optimum health for performance	Contraception & STDs	GCSE Options and Morrisby Profiling	Global Citizenship - Human rights in the UK and migration	Combating extremism and terrorism	Careers - Employer event
	Lessons	Drugs, alcohol and tobacco	RSE: safe intimate relationships, media influence	Employability Skills and Morrisby and LMI	Living in the wider world: Employment rights and financial responsibilities	Anti-Bullying, Extremism and Terrorism	Basic First Aid and Careers Event Prep
	PEP			Options - evening		Combating extremism and terrorism	Careers Event Preparation and Futures Careers Survey

KS4

Year 10	Life programme	Work Experience Launch and Virtual Options	Sexualisation of the Media, Pornography	Violence, Crimes and Seeking Safety: Honour-based Violence, Modern Slavery and Knife Crime	Full Profile Morrisby test for students in Computer Rooms	Part 1: Drugs, Alcohol and Tobacco, Part 2: Extremism and Terrorism	Careers - Employer event
	PEP	Work Experience Launch and Virtual Options	RSE: Sex and the Media	Launch Morrisby Full Profile	Analysis of Morrisby in form time and sent home		
	Assemblies/ Form time		Launch Morrisby Full Profile		Student absent from drop down use CORE PE lessons	ASK apprenticeships assembly and university virtual experiences - form time and details home	Getting Ready for Work Experience Assembly covering Health and Safety
Year 11	Life programme	RSE: Healthy Adult Relationships	Next steps, WG6 and Kent Choices log in	Adult Physical and Mental Health	Mental health and wellbeing through the GCSE's, NCS information shared, identity and personal brand (careers focus)	Building for the future - Revision Focus	
	PEP	Families - healthy adult relationships	Next steps, WG6 and Kent Choices log in	Adult Physical and Mental Health	Year 11 to do the Careers Futures Survey / Feedback survey before they leave.	Building for the future	
	Assemblies/ Form time		Next Steps and A level Options				

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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	<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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<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	<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 • 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)
TOPIC	PUPILS SHOULD KNOW

Intimate and sexual relationships, including sexual health

- 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
- 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

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 school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	