

Westley Campus

Relationships and Sex Education Policy: DRAFT



Issue No	Author/Owner	Date Written	To Governors	Comments
Issue 1	L Burgess	2021		

Introduction

This policy is written in accordance with the Statutory Guidance from the Department for Education (DfE). The government requires that relationships and sex education will be age-appropriate; building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

Aims

The overall objectives of the Relationships and Sex Education (RSE) curriculum are about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help young people develop self-esteem and self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships.

The RSE curriculum is designed to ensure that our students learn the knowledge and are taught the life skills they will need to stay safe and to develop healthy and supportive adult relationships; learning particularly how to deal with the challenges of growing up in an online world. RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of relationships for successful family life, recognising stable and loving relationships in all their forms and promoting respect, love and care.

It is also concerned with the teaching of sex, sexuality, and sexual health as part of a loving and trusting relationship: creating a positive culture around issues of sexuality and relationships. It is not, however, about the promotion of sexual orientation or sexual activity. The curriculum prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene. It teaches students the correct vocabulary to use to describe themselves, their bodies and their relationships.

The RSE curriculum focuses on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships;
- how to recognise unhealthy relationships;
- self-respect and respect for others, commitment, tolerance, boundaries, consent, and managing conflict;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online;
- factual knowledge (within Years 7 & 8) around sex, sexual health and sexuality, set firmly within the context of relationships.

The RSE curriculum at Westley Middle School will help young people learn to respect themselves and others and move with confidence from childhood through adolescence and into adulthood. The RSE curriculum at Westley Middle School aims to provide a framework in which sensitive discussions can take place. It helps students to develop feelings of self-respect, confidence and empathy.

Roles and Responsibilities

This policy has been developed in consultation with staff, parents and governors. All staff and parents have been given the opportunity to look at the policy and make recommendations.

The Governing body will approve the RSE policy and hold the Headteacher to account for its implementation. The policy will be reviewed on an annual basis in order that we can monitor the application and outcomes of this policy to ensure it is working effectively. The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory components (see below). Teachers of RSE 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-statutory components of the curriculum.

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. RSE has a designated subject leader and is taught by a number of different teachers across the school. All teachers delivering RSE lessons will ensure that ground rules are clearly communicated to all students when dealing with RSE. Teachers should not ask direct personal questions of their students and correct scientific language will always be used. Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Students should not ask direct personal questions of their teachers.

Confidentiality and Safeguarding

It is a possibility during such lessons that students may disclose information unintentionally as part of a class discussion or intentionally to a member of staff. If such a disclosure gives rise to a safeguarding concern, the staff member should follow the school's Safeguarding Policy and procedures and report to one of the school's designated safeguarding officers, without delay.

While unlikely to occur, particular care must be exercised should a student ask for contraceptive advice as all of our students are under 16, and for them, sexual intercourse is unlawful. To give individual advice on such matters without parental consent would be an inappropriate exercise of a

teacher's professional responsibilities. Accordingly, a teacher approached by a student for specific advice on contraception should encourage the student to seek advice from his/her parents, and if appropriate from their GP or school nurse. This section of the policy is applicable to all staff and not just those delivering RSE.

Curriculum

At Westley Middle School, we have chosen to adopt the PSHE Association cross-phase curriculum as recommended by the DfE. A copy of this long-term plan can be found in **Appendix 1**. This curriculum has been planned with the middle years in mind and covers the statutory RSE content as set out by the DfE.

The Programme of Study for our PSHE curriculum, as a whole, sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year while considering pupils' experiences. It provides a carefully sequenced curriculum that builds on knowledge, skills and attributes year on year, as the core themes are revisited.

Delivery

At present, the delivery of PSHE occurs in a timetabled lesson along with RE. Students spend time studying each of the two subjects at this time. We have also been using some full days to deliver topics surrounding mental health and well-being after the children had been out of school last year. Occasionally, where a particular topic needs addressing, we may do extra lessons to account for this.

Students with special educational needs and disability will, wherever possible, follow the main stream curriculum. As such, all lessons are differentiated by individual teachers in order that students can access and record their learning. Appropriate interventions will be made to enable us to ensure that students with SEN can access the curriculum as appropriate on an individual basis and we may provide supporting lessons from a teaching assistant if they are required.

Training

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. Westley Middle School will support the use of visitors (such as school nurses or sexual health professionals) to provide support and training to staff teaching RSE.

The right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. In practice, from September 2020, this means students can only be withdrawn from sex

education. They cannot be withdrawn from science or from relationships education. Requests for withdrawal should be put in writing to the Headteacher. At Westley Middle School, sex education is taught throughout the year in all year groups (see Appendix 1), so parents will need to address their request to withdraw their child from sex education at the start of each academic year that their child attends the school. 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. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring

To ensure that the RSE programme is effective; is meeting the needs of students and complies with RSE guidelines, the following strategies will be used to quality assure our curriculum:

- Evaluation from students after specific topics or at the end of academic years.
- Feedback from teaching staff with regards to our schemes of work.
- The Head of Department will keep up to date with current practice and curriculum changes to ensure our teaching is relevant and appropriate.

Appendix 1: Long-term plan (adopted from the PSHE Association)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	Careers: Career types; challenging career stereotypes; Enterprise project – CROSS-YEAR, GROUP WITH Y7	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Substances: Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	Careers: Developing enterprise skills; The world of work and young people’s employment rights; Enterprise project - CROSS-YEAR, GROUP WITH Y5	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
Year 8	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety	Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change