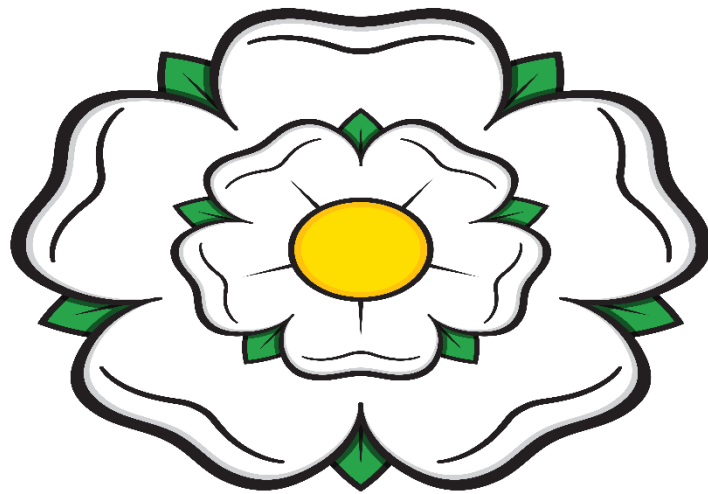


Relationships and sex education policy

Wensleydale School



**WENSLEYDALE
SCHOOL**
LEYBURN

Approved by: Governing Body **Date:** July 2022

Last reviewed on: July 2026

Next review due by: July 2027

Parents consulted :
July 2020 **and on**
admission

1. Aims

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

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

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

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

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 Wensleydale school we teach RSE as set out in this policy.

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.

6. Delivery of RSE

RSE is taught within the Life and society curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

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).

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-statutory/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.

The Teachers responsible for RSE are: Miss A Kelly-Farrell and Mrs J Polley

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-statutory/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.

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.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE it is included in our continuing professional development calendar.

The headteacher 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 Charles Barnett- Raising Standards lead through:


Planning scrutinies, learning walks, and Faculty Line Management

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

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Life and Society Curriculum Map							
		THE WENSLEYDALE SCHOOL 					
Key Stage 3:	Autumn 1 (6 wks)	Autumn 2 (6 wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (6 wks)	Summer 2 (6 wks)	
Year 7	Unit(s):	<p>Transition into secondary school</p> <ul style="list-style-type: none"> -The different types of bullying -Forming positive friendships -Healthy lifestyle -Managing school life -Eating healthy -The Eatwell guide and healthy eating <p>RS-Dietary requirements within religions. Diet and exercise</p>	<p>What is puberty and when does it occur?</p> <ul style="list-style-type: none"> -Boys body -Girls body -Physical and emotional changes to puberty <p>The effects of smoking and drinking</p> <ul style="list-style-type: none"> -Caffeine, sugars- stimulants -How could you promote a healthy lifestyle -Taking responsibility- Do you know how to look after yourself? -Personal Hygiene <p>Religious views on the effects of smoking and drinking (continued from spring 1)</p> <p>RS</p> <ul style="list-style-type: none"> -Religious aspects that need to be considered during puberty 	<p>Environment</p> <ul style="list-style-type: none"> -Plastic campaign -Recycling -Global warming -Climate change -Different types of energy -Mini project: Plastic campaign <p>RS</p> <ul style="list-style-type: none"> -Religious aspects to preserving the environment creation stories- Christianity, Hinduism, Islam and Judaism Assessment on previous learning 	<p>Lifesaving skills</p> <ul style="list-style-type: none"> -Primary and secondary assessment -CPR and using a defibrillator- What are the possible emergencies? -What to do in an emergency? <p>RS</p> <ul style="list-style-type: none"> -Natural and human suffering 	<p>Different relationships including family and friendships</p> <ul style="list-style-type: none"> - Marriage, same sex marriage and civil partnership -How to keep online friendships safe -How does social media affect our relationships? -How can you tell when an online relationship is risky? <p>RS</p> <p>-Religion and marriage- Hinduism, Christianity, Judaism, Islam and Sikhism</p> <ul style="list-style-type: none"> -The rights within a marriage -Why is it important to be married if you have religious beliefs -Why or why not choose marriage? -Domestic violence Family types -Peer pressure - Changing attitudes to the family 	<p>Bullying and online safety</p> <ul style="list-style-type: none"> -Rights and responsibilities -Online safety -Cyberbullying -Digital resilience -Peer pressure -Emotional impact of bullying <p>Debate: should all bullies be excluded?</p>
	Key Assessment	Create a presentation as a group.		Debate	Practical display of what they have learnt	Debate	Group presentation discussing different faiths and their beliefs about marriage.

Year 8	Unit(s):	- Fairness in society- - Education - Working world - University - Gender differences (gender pay gap) -Human Rights and focus on rights of a child - Equality - Diversity	<u>Learning about youth court, crown court and magistrate court</u> -Crime and punishment (youth offending) - Teenage homelessness - Rights and responsibilities - Scale of crime- Sanctions that go with it - Prisons and punishment (What's the alternative to prison?) -Impact of criminal behaviour -Cyber crime	<u>Managing money</u> -Economic understanding -the function of money, saving and budgeting - How debt can affect people emotionally and financially -What is the difference between a state and workplace pension? - Why young people may struggle to save and budget current account and savings accounts- how does interest work?	-RS -Beliefs in society: - Christianity, Buddhism, Hinduism, Islam, Sikhism Judaism & Humanist - General beliefs- -Marriage - Funerals -Ceremonies	Voting -Introduction to various political parties - British Values- Democracy - Dictatorship and democracy difference -Cross curricular- History- Suffragettes and Chartists movement - Gender and politics	<u>Diverse society</u> -Diversity- religion and culture Prejudice and discrimination - Racism and sexism - Values(class, faith, morals) -Multifaith society -How can we stop racism and prejudice? -Design a leaflet promoting diversity and preventing prejudice -British values- Mutual respect and tolerance
	Key Assessment	Diversity Factor group presentations	Debate- Should young offenders be treated the same as adult offenders?				Group activity- Preparing a holiday- including expenses etc
Year 9	Unit(s):	RS -Beliefs in society: - Christianity, Buddhism, Hinduism, Islam, Sikhism Judaism & Humanist - General beliefs- -Marriage - Funerals -Ceremonies	<u>Healthy Relationships</u> -What constitutes a healthy relationship? -Domestic violence -Your rights in a relationship -Contraception; STI's -Religious views on relationships and contraception -FGM -LGBT+ Inclusivity	-Illegal substances and the law -County lines -Child exploitation -Youth crime and violence -Knife crime - Law and order Debate- 'All young people involved in county lines should be classed as criminals	-Mental health -Managing your feelings -Exploring the stigma attached to mental health -Seeking support - Depression - Looking after each other -Spotting the warning signs	-sexism, gender stereotyping and misogyny -Peer on Peer bullying and unhealthy relationships -Mutual respect and tolerance - case studies looking at appropriate friendships and age groups - online exploitation	<u>Personal identity</u> - Sexuality - Assertiveness - Confidence and self-esteem - The effects of sexting - The pressure of sex and how to say no if you are not ready -revisit contraception from term 2 - Religious identity - Body Image and eating disorders - Mental health and seeking support
	Key Assessment	Key words assessment half term		Debate			Debate

Life and Society Curriculum Map



Key Stage 4:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Unit(s):	<p><u>Health & wellbeing</u></p> <ul style="list-style-type: none"> • how to manage challenges including mental health, stereotyping and wellbeing • the signs of emotional or mental ill-health • how to access support and treatment <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • how to effectively budget • understanding credit rating and pay day lending • how data is generated and the influence of targeted advertising 	<p>Section A: The study of religions: beliefs and teachings of two religions: Christianity - overview</p> <p>The problem of evil and suffering</p> <p>Different Christian beliefs about creation</p> <p>Different Christian beliefs about the afterlife</p> <p>Enrichment: sin, including original sin the means of salvation the role of Christ in salvation.</p>	<p><u>Relationships (Christian & Buddhist beliefs)</u></p> <p>about relationship values and the role of pleasure in relationships</p> <ul style="list-style-type: none"> • about assumptions, misconceptions and social norms about sex, gender and relationships <p>The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.</p> <ul style="list-style-type: none"> • about the opportunities and risks of forming and conducting relationships online 	<p>Section A: The study of religions: beliefs and teachings of two religions: Buddhism</p> <p>The Dhamma (Dharma)</p> <p>The concept of Dhamma (Dharma). The concept of dependent arising (patिकासamupada).</p> <p>The Three Marks of Existence: anicca (impermanence) anatta (no fixed self) dukkha (unsatisfactoriness of life, suffering).</p> <p>Human destiny:</p>	<p><u>Government and Politics</u></p> <p><u>-What is democracy?</u></p> <p><u>- Understand election systems</u></p> <p><u>-Does UK democracy need reform?</u></p> <p>Enrichment: <u>Relationships and families (Christianity & Buddhism)</u></p> <p>Sexuality Homosexuality Sex outside marriage Contraception Marriage Divorce</p>	<p><u>Radicalisation</u></p> <p>-about communities, inclusion, respect and belonging</p> <p>- how to safely challenge discrimination, including online</p> <p>-how to recognise and respond to extremism and radicalisation</p> <p><u>Work experience</u></p> <p>-strengths and interests in relation to career development</p> <p>- how to manage practical problems and health and safety</p>

	<ul style="list-style-type: none"> strategies for managing influences about the law and illegal financial activities, including fraud and cybercrime how to manage risk in relation to financial activities <p>Enrichment: The nature of God: God as omnipotent, loving and just</p> <p>God and the Trinity</p> <p>Christianity - Jesus Christ and salvation -the incarnation and Jesus as the Son of God the crucifixion, resurrection and ascension</p>	<p>Relationships and families (In Christianity) The nature of families, including: -the role of parents and children -extended families and the nuclear family. The purpose of families, including: -procreation -stability and the protection of children -educating children in a faith.</p>	<ul style="list-style-type: none"> how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours <p>Exploring influence</p> <ul style="list-style-type: none"> about positive and negative role models how to manage peer influence in relation to substances, gangs and crime exit strategies for pressurised or dangerous situations how to seek help <p>Enrichment: (Christian focus) Contraception. Sexual relationships before marriage.</p> <p>Human sexuality.</p> <p>Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce.</p> <p>Family and gender equality revision</p>	<p>different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals</p> <p>Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.</p> <p>Buddhahood and the Pure Land.</p> <p>Enrichment: The human personality, in the Theravada and Mahayana traditions: Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness</p> <p>Relationships and families (in Buddhism)</p> <p>Sexuality</p>	<p>Nature of families Purpose of families</p> <p>Assessment on Christian family with answers on Slides</p>	<p>- how to evaluate and build on the learning from work experience</p>
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					<p>Homosexuality Sex outside marriage adultery Contraception Marriage Divorce Nature of families Purpose of families</p>		
	Key Assessment	FAST 5- recall during all lessons	FAST 5- recall during all lessons Relationships and Families Assessment 1	FAST 5- recall during all lessons	FAST 5- recall during all lessons Christianity 12 mark q on sex outside marriage	FAST 5- recall during all lessons	FAST 5- recall during all lessons
Year 11	Unit(s):	<p>Explain a belief from Christianity and a contrasting belief: Violence. Nuclear Weapons, WOMD Pacifism</p> <p><u>Enrichment lessons:</u> Just War Holy War</p> <p>Plus Buddhism / Christianity revision (families and relationships)</p>	<p><u>Life events</u> Different perspectives and beliefs on Euthanasia abortion Loss and Bereavement</p> <p><u>Communication in relationships about core values and emotions</u></p> <ul style="list-style-type: none"> gender identity, gender expression and sexual orientation how to communicate assertively and handling 	<p>Violent Protest Terrorism Reasons for war</p> <p>Enrichment lessons: Victims of war</p> <p>Plus Christianity / Buddhism revision</p>	<p><u>Financial Independence - salaries and planning</u></p> <ul style="list-style-type: none"> how to work out tax and national insurance Economics and personal income Long term financial planning 	<p><u>Government and Politics</u></p> <p>-Is the physical set up of the House of Commons fit for purpose?</p> <p>-What are local councils and what do they do?</p> <p>-How do elections in the UK work?</p>	

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<p>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> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p data-bbox="488 236 2063 300">Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p data-bbox="488 316 2018 379">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</p> <p data-bbox="488 395 2056 459">Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p data-bbox="488 475 1496 507">What to do and where to get support to report material or manage issues online</p> <p data-bbox="488 523 981 555">The impact of viewing harmful content</p> <p data-bbox="488 571 2063 635">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</p> <p data-bbox="488 651 2056 715">That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p data-bbox="488 730 1417 762">How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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	