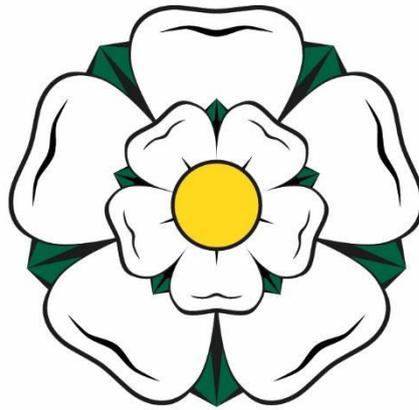


Relationships and sex education policy

The Wensleydale School and Sixth form



THE WENSLEYDALE SCHOOL
& SIXTH FORM
LEYBURN

Approved by:

Governing Body

Date: July 2022

Last reviewed on:

July 2023

Next review due by:

July 2024

Parents consulted :

July 2020

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 The 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 : Miss7 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 I: Curriculum map

Relationships and sex education curriculum map

Life and Society Curriculum Map 23-24

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>Religious views on the effects of smoking and drinking</p>	<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>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>	<p>Different relationships including family and friendships</p> <ul style="list-style-type: none"> - Marriage, same sex marriage and civil partnership -How do you keep online friendships safe? -How does social media relationships? -How can you tell when relationship is risky? <p>RS</p> <ul style="list-style-type: none"> -Religion and marriage Hinduism, Christianity, Judaism, Islam and Sikhism -The rights within a marriage -Why is it important to be religious if you have religious beliefs? -Why some people choose marriage and others do not -Domestic violence Family types -Peer pressure - Changing attitudes to relationships
	Key Assessment	Create a presentation as a group.	Debate	Practical display of what they have learnt	Debate	Group presentation discussing different faiths and their views about marriage.	

Year 8	Unit(s):	<ul style="list-style-type: none"> - Fairness in society- - Education - Working world - University - Gender differences (gender pay gap) -Human Rights and focus on rights of a child - Equality - Diversity 	<u>Healthy Lifestyle and risky decision</u> <ul style="list-style-type: none"> - Recognising and reducing risk -Online risks- dangers of meeting people online, sharing private information online and social media risks - Healthy lifestyles and risk- -Alcohol and drugs (mainly cannabis. Balloons) - Lifestyle choice - smoking 	<u>Learning about youth court, crown court and magistrate court</u> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - Mental health- - looking after yourself -Connectedness -Happiness - emotional literacy -How to support someone when they are unhappy -social media wellbeing -online stress -Cyber security and the implications/threats -Managing devices and accounts -Identifying scams and sources of support 	<u>-Diverse society</u> <ul style="list-style-type: none"> -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 	<u>Managing money</u> <ul style="list-style-type: none"> -Economic understanding -the function of money, s budgeting - How debt can affect pe emotionally and financial -What is the difference b state and workplace per - Why young people ma to save and budget curre account and savings acc how does interest work?
	Key Assessment	Diversity Factor group presentations	Debate- Should young offenders be treated the same as adult offenders?				Group activity- Preparing holiday- including exper
Year 9	Unit(s):	<u>RS</u> <ul style="list-style-type: none"> -Beliefs in society: - Christianity, Buddhism, Hinduism, Islam, Sikhism Judaism & Humanist - General beliefs- -Marriage - Funerals -Ceremonies 	<u>Healthy Relationships</u> <ul style="list-style-type: none"> -What constitutes a healthy relationship? -Domestic violence -Your rights in a relationship -Contraception; STI's -Religious views on relationships and contraception -FGM -LGBT+ Inclusivity 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Mental health -Managing your feelings -Exploring the stigma attached to mental health -Seeking support - Depression - Looking after each other -Spotting the warning signs 	<ul style="list-style-type: none"> - Voting -Introduction to various political parties -Cross curricular- History- Suffragettes and Chartists movement - Gender and politics 	<u>Personal identity</u> <ul style="list-style-type: none"> - Sexuality - Assertiveness - Confidence and self-es - The effects of sexting - The pressure of sex an say no if you are not rea -revisit contraception fro - Religious identity - Body Image and eating disorders - Mental health and seek support
	Key Assessment			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 during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • understanding credit rating and payday lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	<p><u>Relationships</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 • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to 	<p><u>Exploring influence</u></p> <ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and be a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent 	<p><u>Addressing extremism and radicalisation</u></p> <ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	<p><u>Work experience</u></p> <ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain positive personal presence online • how to evaluate and build on the learning from work experience

				overcome challenges in seeking support	scenarios, in relation to substances, gangs and crime <ul style="list-style-type: none"> • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction 		
	Key Assessment	FAST 5- recall during all lessons Teacher assessed	FAST 5- recall during all lessons End of topic test	FAST 5- recall during all lessons End of topic test	FAST 5- recall during all lessons End of topic test	FAST 5- recall during all lessons End of topic test	FAST 5- recall during all lessons End of topic test
Year 11	Unit(s):	<u>Building for the future</u> <ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress 	<u>Next Steps</u> <ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online 	<u>Communication in relationships about core values and emotions</u> <ul style="list-style-type: none"> • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online 	<u>Independence</u> <ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services 	<u>Families</u> <ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering 	

		<ul style="list-style-type: none"> • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online 	<p>presence and taking opportunities to broaden experience</p> <ul style="list-style-type: none"> • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance 	<ul style="list-style-type: none"> • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support 	<ul style="list-style-type: none"> • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation 	<ul style="list-style-type: none"> • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support 	
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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>
Respectful relationships, including friendships	<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>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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>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>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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>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>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	