



Henry David Learning

Organisational

POLICIES & PROCEDURES:

Woodfield School

Relationship Education Relationships and Sex Education

1.17

March 2023



Principles Relationships Education, Relationships and Sex Education (RSE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. We recognise the importance of Relationships

Education, Relationships and Sex Education (RSE) in preparing young people to live safe, fulfilled and healthy lives. We believe that effective, age-appropriate education about relationships and sex can:

- Foster positive attitudes and values of love and respect; promote spiritual, moral, social and cultural development; contribute to reducing unintended teenage pregnancy and rates of STI transmission; lead to young people delaying first sex; help to protect young people by giving them knowledge and skills to make safe choices and recognise and manage risk; equip young people to behave appropriately and safely online and through their social media usage; allow young people to get answers to their questions; promote a tangible understanding of the importance of consent and respect; contribute positively towards the healthy schools agenda; build effectively on content covered in primary education; meet our legal requirement to give 'regard' to the DfE RSE guidance (2020). The objective of RSE is to help support young people through their physical, emotional and moral development.

Links with National Guidance Our Relationships Education, Relationships and Sex Education (RSE) policy links to the following national policies and guidance with regard to content delivery, planning and training of all staff:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

Aims The aim of RSE at Woodfield School is: To consider social and moral dilemmas; to value and respect different types of relationships with specific distinctions made between intimate and friendship relationships; to foster respect and responsibility for myself/my body and for others; to clarify myths and misconceptions; To address stereotyping; the signs of an abusive friendship or relationship; to inform students of how to develop safe relationships free from pressure and judgement; how to conduct themselves safely online with others; To address behaviour in public and private; to encourage self-awareness; to develop decision making skills, including critical thinking, awareness of choices and how to act on decisions made; to develop communication skills with peers, parents and other adults; to provide pupils a safe place to discuss worries, social issues and areas where they will need assistance in order to become a highly functional member of society



To understand the physical and emotional changes associated with puberty; to know what help is available and how to access it; to create opportunities to ask questions and clarify ideas in a safe environment; to provide appropriate information that is relevant to the needs, age and maturity of the pupils; to improve awareness and understanding of the opposite gender and of sexuality; to be able to recognise, acknowledge and positively deal with emotions.

Roles and Responsibilities the Principal will have overall responsibility for RSE, including overseeing that the policy is implemented. Others have elements of responsibility for the effective implementation of the policy which are detailed below.

Whole Staff

- All staff will be made aware of the policy, any relevant updates and their role within it.
- Where issues might arise, there is a clear route for referral whether the issue is an educational one or one that might involve the pastoral care team or child protection

External providers

Some outside agencies are used as part of our RSE provision – they bring new perspectives and offer specialised knowledge, experience and resources, are used to complement rather than to replace our planned programme. Any professional who is involved in delivering RSE lessons follows the school's RSE and confidentiality policies. When health workers are in a 1:1 situation, they should follow RSE and confidentiality policies. When health workers are in a 1:1 situation they should follow their own professional code of conduct and meet the academy's expectations as laid out in the staff code of conduct.

Parents/carers We believe parents and carers have a crucial role to play in their children's learning about relationships and sex. We intend that the school's RSE programme complements and supports their role as the primary carer. **Delivery and Methodology** Our RSE provision is designed to help improve our students' knowledge and understanding and help them develop their own attitudes, values and personal and social skills so that they can make their own sound decisions in all aspects of relationships and sexual activity.

The RSE programme

- RSE is taught as part of the PSHE curriculum in a weekly lesson to Years 7-13 as well as tutor time. During this time, pupils will learn about: Families, Respectful relationships, including friendships; Online and media, being safe; Intimate and sexual relationships, including sexual health.
- RSE fits naturally within PSHE education. This helps to ensure that RSE is delivered in a wider context and that pupils are prepared for the opportunities, responsibilities and experiences of adult life. Some of the 'biological' aspects of RSE are covered within the science curriculum. These may be complemented by non-statutory work in: English – discussion or written work stemming from fiction; Drama – assertive and other communication skills, conflict resolution, role-play; RE – moral issues, religious views on abortion; Geography – family planning and population. Occasionally the school may decide to address issues relating to sex and relationships through special events to deal with a particular rising issue.
- RSE complements several national curriculum subjects and staff who deliver those subjects ensure that the statutory content is delivered in their subject areas according to their national curriculum.



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- As issues relating to RSE arise locally or nationally we will consider addressing these in our programme on the basis of their relevance to our pupils.
- It is important that young people feel able to ask questions and that these are valued.

Teachers will need to consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class. Pupils have a marked and monitored exercise book so pupils may record confidential thoughts and feelings that they might not want to share with their peers. These can be addressed by the teacher if attention is drawn to these issues, drawing on pupils' learning throughout. Confidentiality, child protection, equal opportunities and inclusion At the beginning of a series of RSE lessons the class will discuss and agree ground rules. Confidentiality will be raised during this discussion and pupils will be informed of the limits of confidentiality that can be guaranteed by a teacher. Pupils will also be told about confidential sexual health services that can be accessed by young people in the area and informed that young people under 16 can receive confidential advice and services from health providers.

Teachers will not give health-care advice but can refer young people to appropriate health services without breaching confidentiality.

Teachers and other staff may be party to sensitive information about pupils. All staff have a clear understanding of child protection procedures and of their duty to safeguard and promote the welfare of children and have regular training on this issue. If this person believes that a child is at risk or in danger or has concerns regarding any matter relating to safeguarding or Child Protection then s/he will talk to the DSL who will confer with the Principal before any decision is made. The child concerned will be informed that the referral has taken place and the reasons why. The teacher will support the child throughout the process. For more details, please refer to the school's safeguarding policy.

All pupils in the school, including those with special needs, are entitled to RSE which meets their needs. We aim to ensure that the programme is relevant to:

- Boys as well as girls; the range of cultures and faiths of pupils at the school and within UK society
- Pupils with special needs; pupils infected or affected by HIV; lesbian, gay, bisexual and transgender pupils; pupils from different family settings, including single parent, adoptive, foster, lesbian, gay, bi- sexual and transgender families.