

The Wren School

Relationships and Sex Education policy

Management of the policy

| | | |
|-------------------------|---|-----------------------------------|
| Approved by: | Local Academy Committee | Date: September 2021 |
| Author: | Tina Cresswell – Assistant Vice Principal | September 2021 |
| Next review due: | July 2023 | |

Aims, Principles and Values

The aims of relationships and sex education (RSE) at The Wren (TWS) are to:

- Promote the development of our students' understanding, positive attitudes and skills in their physical, moral and emotional development.
- Provide a framework and setting for sensitive discussions to take place safely.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene..
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Enable and empower students to develop healthy and responsible lifestyles, relationships and attitudes to sex.
- Teach students the correct vocabulary and emotional literacy to describe themselves, their bodies and emotions.

TWS seeks to promote the development of our students' knowledge and attitudes. We place respect at the core of our provision, demonstrating to students that this is the key foundation not only for good, safe and fulfilling relationships but also for them to be confident with growing their own identity; our priority will always be ensuring the safety and well-being of our students.

TWS encourages students and teachers to share opinion and respect each other's views. Students should be aware of different family structures, sexual orientation and gender identity without prejudice. We strive to create a culture where questions and discussion takes place without stigma, judgement or fear of consequences.

TWS will aim to work in partnership with families and our local community, recognising that parents/carers are key in teaching their children about relationships. We will make use of health professionals, social workers and other mentors or advisers, to give students every opportunity to gain the best advice and support.

Statutory Requirements

As a secondary academy school we must provide RSE to all students 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 Wren we teach RSE as set out in this policy.

Policy development

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

1. Review and audit – March 2021: the AVP and PSHE lead, audited the whole school curriculum to map against the National Curriculum RSE requirements in order to;
 - highlight where PSHE/RSE was already in place;
 - quality assure the standard of provision;
 - identify areas/ topics lacking;
 - sequence where and when subjects should be covered as appropriate to the cultural and diverse nature of the community.
2. Staff consultation – May 2021: all school staff were given the opportunity to look at the policy and make recommendations; staff suggestions included:
 - advice based on religious considerations:- such as rules governing Ramadan;
 - local community concerns regarding consent and students' misunderstandings;
 - misconceptions regarding perceived discretion of the school to ignore particular subjects were addressed.
3. Parent/stakeholder consultation –May 2021: parents and any interested parties were invited to attend a meeting about the policy.
 - Three parents attended the consultation meeting;
 - One parent who represents women impacted by domestic violence, voiced concerns that the noun ' woman' or ' women' could be erased from literacy to describe female human(s) – this concern was satisfied and they volunteered their services to speak to students as an external presenter.
4. Student consultation – May 2021: we investigated what exactly students want from their RSE through the use of small focus groups from our student voice.
 - Students asked for more information regarding consent and sexual harassment
 - Students asked for more education around appropriate language and literacy when discussing RSE content.
 - Students asked for more information on how to manage their money.
 - Students felt explicit teaching was delivered well in Science.
5. Ratification – September 2021: once amendments were made, the policy was shared with governors and ratified.

Definition

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

Curriculum

Our detailed curriculum plan is set out as per Appendix 1 but this may be adapted or altered as and when necessary to ensure content and teaching is relevant for all students.

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

TWS is committed to providing:

- Basic knowledge of human stages of development and sexual health .
- Opportunities for students to develop positive attitudes to themselves and others, respecting personal rights and feelings, in the context of relationships.
- Ways to communicate effectively by using appropriate terminology for sex and relationships.
- An understanding of ways to challenge sexism and prejudice; promote equality and diversity.
- An understanding of the Law.

Delivery of RSE

RSE is delivered primarily through the students' Culture lessons and assemblies, and forms part of the core curriculum for all year groups. Lessons are centrally planned and scripted with some content delivered through video link from a subject expert. The school reserves the right to invite external companies or speakers to the school to deliver subject content; where this is organised, the company will be accredited to a recognised agency. Relevant in service training of tutors to support the facilitation of RSE curriculum delivery is to be updated at the least annually, including their knowledge of key frameworks. This is enhanced by student opportunities to learn about relationships and sexual relationships across the curriculum, particularly in Science, Humanities, RS, English and Drama. Our tutor programme may also focus on some of the values that drive this policy.

Students will also receive stand-alone sex education sessions delivered by a trained health professional throughout their time at TWS.

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

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).

Roles and responsibilities

The Local Academy Committee

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

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the formal components of RSE through Culture lessons.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Take responsibility for researching topics that are timetabled and contacting relevant staff if any areas they are unsure about or if they are in need of further training/ support to deliver effectively.
- Ensuring that the environment for delivery is a safe space for all students.
- Modelling positive attitudes to RSE.
- Monitoring understanding.
- Responding to the needs of individual students objectively.
- Reporting any safe guarding issues that may arise from discussions using CPOMs, our safeguarding reporting system.
- Responding appropriately to students whose parents wish them to be withdrawn from RSE provision.

Lead Member of Staff for RSE: Kate Pike

Member of the Senior Leadership Team with overall responsibility for RSE: Tina Cresswell

TWS Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Students will be aware that any information they share about themselves, or others, that leads to a concern about their safety or well-being will be reported to our Designated Safeguarding Leads.

Parents' right to withdraw

We acknowledge that parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 school 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 for the attention of the Principal, Mr John Salberg, explaining in detail the reasons for the request.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. We encourage all parents to arrange a meeting or have conversation with Tina Cresswell, Assistant Vice Principal, before reaching a decision to withdraw their child.

Please note that students may not be withdrawn from topics which are amongst the protected characteristics' under the Equality Act or from subjects considered to be part of their education around safe guarding.

Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar (point 6 Delivery of RSE).

The Principal 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.

Monitoring arrangements

The delivery of RSE at TWS will be reviewed and updated regularly with a sharp focus on promoting the best outcomes for our students.

We will:

- Review and update schemes of work annually to reflect changing needs, especially in respect of relevant health initiatives and the Law.
- Ensure staff are trained and confident in delivering all aspects of the RSE programme.
- Conduct questionnaires with staff and students to measure outcomes and impact.
- Regularly consult with specialist organisations to inform our work.

Appendices

Appendix 1 – National Curriculum requirements

Appendix 1: By the end of secondary school students should know

| TOPIC | STUDENTS 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 recognize 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 | STUDENTS 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). |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • 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. |