1. **Introduction**
   Purpose of this policy:
   1. To clarify our approach to Relationships and Sex Education (RSE). All our students are entitled to relevant RSE that provides them with the information to allow them to make responsible informed choices.
   2. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Our approach follows the statutory guidance from the Department of Education: "**Relationships Education, Relationships and Sex Education (RSE) and Health Education**" (2019).
   3. To promote consistency in approach, delivery, treatment of sensitive subjects & promote shared understanding.
   4. To protect the interests of pupils, parent/carers, staff and others who use or work at WHIS.
   5. **Aims and Objectives**: It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. The Aims of RSE are:
      1. To enable our students to better understand the nature of human relationships;
      2. To enable students to see the importance of stable, loving relationships for the bringing up of children;
      3. To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
      4. To promote consistent messages about SRE and the underlying values and principles that support it, particularly around the sensitive issues of exploitation, dangers of the internet and pornography.

2. **Elements**
   At WHIS, RSE has three main elements, all of which are important for a balanced programme:
   1. **Attitudes and values**
      1. learning the importance of values and individual conscience and moral considerations
      2. learning the value of family life and stable and loving relationships for the nurture of children;
      3. learning the value of respect, love and care;
      4. exploring, considering and understanding moral dilemmas; and
      5. developing critical thinking as part of decision-making.
   2. **Personal and social skills**
      1. learning to manage emotions and relationships confidently and sensitively;
      2. developing self-respect and empathy for others;
      3. learning to make choices based on an understanding of difference and with an absence of prejudice;
      4. developing an appreciation of the consequences of choices made;
      5. managing conflict; and
      6. learning how to recognise and avoid exploitation and abuse.
   3. **Knowledge and understanding**
      1. learning and understanding physical development at appropriate stages;
      2. understanding human sexuality, reproduction, sexual health, emotions and relationships;
      3. learning about contraception and the range of local and national sexual health advice support services;
      4. learning the reasons for delaying sexual activity
      5. the avoidance of unplanned pregnancy.

3. **Content** of our RSE programme.
   The content of the programme is based on the resources provided by the PSHE Association.
   1. By the end of primary school pupils should know:

      1. Families and people who care for me
         1. that families are important for children growing up because they can give love, security and stability.
         2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

2. Caring friendships
1. how important friendships are in making us feel happy and secure, and how people choose and make friends.
2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

3. Respectful relationships
1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. the conventions of courtesy and manners.
4. the importance of self-respect and how this links to their own happiness.
5. 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 those in positions of authority.
6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
8. the importance of permission-seeking and giving in relationships with friends, peers and adults.

4. Online relationships
1. that people sometimes behave differently online, including by pretending to be someone they are not.
2. that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.
3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. how information and data is shared and used online.

5. Being safe
1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. where to get advice e.g. family, school and/or other sources.

2. By the end of secondary school pupils should know:
1. Families
1. that there are different types of committed, stable relationships.
2. how these relationships might contribute to human happiness and their importance for bringing up children.
3. 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.
4. why marriage is an important relationship choice for many couples and why it must be freely entered into.
5. the characteristics and legal status of other types of long-term relationships.
6. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
7. 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.

2. Respectful relationships, including friendships
1. 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.
2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. 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).
4. 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.

5. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
6. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
7. what constitutes sexual harassment and sexual violence and why these are always unacceptable.
8. 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.

3. Online and media
   1. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
   2. 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.
   3. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
   4. what to do and where to get support to report material or manage issues online.
   5. the impact of viewing harmful content.
   6. 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.
   7. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
   8. how information and data is generated, collected, shared and used online.

4. Being safe
   1. 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.
   2. 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).

5. Intimate and sexual relationships, including sexual health
   1. 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.
   2. 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.
   3. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
   4. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
   5. that they have a choice to delay sex or to enjoy intimacy without sex.
   6. the facts about the full range of contraceptive choices, efficacy and options available.
   7. the facts around pregnancy including miscarriage.
   8. 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).
   9. 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.
   10. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
   11. how the use of alcohol and drugs can lead to risky sexual behaviour.
   12. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

4. **Teaching and Monitoring**
   1. **Methods of teaching and resourcing**: In the delivery of RSE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE:
      1. Discussion and small group work
      2. Role play
      3. Research and presentation

      Ground rules are used to create a safe environment for learning. Teachers will also use other teaching methods to enable students to learn about RSE which are age appropriate, taking into account the developmental needs of individual students. Parents/carers are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning that are used.
      The school uses a wide variety of resources, including documentaries, textbooks, leaflets and newspapers. Parents/carers are welcome to view these materials. Parent information evenings will be held annually. Some aspects of the RSE programme will be delivered in single gender groups.

   2. RSE will be **monitored** by the school's PSHE Team Leader. They will have responsibility to:
      1. Ensure that RSE occurs in the curriculum according to the schemes of work for Science and PSHE;
      2. Monitor the use of teaching and learning styles;
      3. Monitor the use of teaching materials;
      4. Evaluate the effectiveness of the school's programme.

   3. **Dealing with sensitive issues**: Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with students:
      1. no one (teacher or student) will have to answer a personal question;
      2. no one will be forced to take part in a discussion;
      3. meanings of words will be explained in a sensible and factual way;

4. teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer.
5. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's Child Protection and Safeguarding Policies in this matter.

5. Visitors contributing to RSE
From time to time as part of a planned module of work the school will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school. All school associated health and other professionals and visitors will be asked to confirm to the following:
1. visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution
2. visitors must agree with the aims of the school in delivering its policy on RSE;
3. when in class visitors will be supervised by a member of staff, who will be present at all times;
4. visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting;
5. visitors will know & understand where their contribution fits into the programme for RSE & PSHE

6. **Services to Young People** provided through the School
Services are sometimes provided for students by health and other professionals attached to the school i.e. School Nurse. It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct.
1. Outside the teaching situation, health professionals such as school nurses and doctors can:
    1. give one-to-one advice or information to a pupil on a health-related matter including contraception;
    2. exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.
    3. The criteria for making such decisions are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment(Circular 0116/2000).

7. **Parental right to withdrawal**.
Parents/carers have the right to withdraw their students from sex education but not from Relationships Education. They do so by contacting the Principal who will discuss the request with parents before giving consent.

Revision Control Table	
Drawn up by	Nick Shaw
Date	22/09/17
Review schedule	Annual
Reviewed & revised	01/06/18 by DS
Reviewed	01/06/19 by DS
Reviewed	01/06/20 by DS
Reviewed	01/05/21 by DS and BG
Next review	01/06/22