

Introduction - rationale

Health Education is one of the major themes in our comprehensive Life Skills and Personal, Social, Health and Economic Education (PSHEE) Programme. Relationships Education and Sex Education (RSE) is a major component of this programme. The RSE programme at Wycliffe aims to be a sensitive and responsible one, which is set in a moral and social framework.

This policy was drawn up in light of Department for Education guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education – first published on 25 June 2019) and following consultation with parents, teachers, Trustees and the School Nurses. RSE provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies.

RSE has a crucial role to play in preparing children for their lives now and in the future, as adults and parents. In RSE we teach pupils about sexual and emotional health, about family life and the exercise of personal responsibility towards other individuals and the broader community.

The School will also ensure that awareness of wider issues such as child sexual abuse, sexual violence, sexual harassment (including child-on-child abuse), sexual exploitation, female genital mutilation, sexting and the growing risks associated with the digital world, form part of RSE in line with the School's Safeguarding and Child Protection Policy and Child-on-Child Abuse Policy, as appropriate.

Policy Aims

The following aims reflect those of the School and the general aims of the Life Skills/PSHEE Programme and cross-curricular themes and show how RSE is delivered within the context of a moral framework.

The College aims:

- To provide a broad and balanced RSE programme which:
 - ❖ offers full entitlement and access for all, including pupils with special educational needs and disabilities
 - ❖ operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas.
- To explore moral and sexual issues and values to:
 - ❖ endow the pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making
 - ❖ help pupils identify, avoid, resist and report unwanted sexual experiences
 - ❖ foster self-esteem, self-awareness and responsibility
 - ❖ provide support and information for pupils and their parents.
- To give pupils knowledge and understanding of the following in order for them to make informed choices:
 - ❖ the physical, emotional and social aspects of an individual's development and how this relates to personal relationships
 - ❖ the importance of family life and its contribution to the development of attachment, love and concern in caring for others.
- To understand the responsibility that society as a whole has for the health of the individual and the community.
- To approach RSE through a process of enquiry and investigation through projects, discussions, role-play and case studies. Observation and analysis are central to this process.

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- To understand and minimise health risks, including the transmission of HIV and STDs.

Organisation & Delivery

RSE is coordinated by the Head of Life Skills/PSHEE with reference to Medical Staff, other Heads of Department and outside agencies, where applicable. The Head of Life Skills/PSHEE is responsible for the overall planning, implementation and review of the RSE programme.

Delivery is through planned aspects within PSHEE, Biology, Drama and RE curricula and addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed part of the RSE programme and therefore not subject to the parents being permitted to withdraw their child.

Relationships Education and Sex Education form part of the Life Skills/PSHEE Programme in Years 3 to 13. Pupils are taught in mixed ability and in both mixed gender and single sex groups for certain components of the course.

A wide variety of approaches are used to give pupils relevant information, to enable moral issues to be explored. Additional information for both pupils and parents is available on the College Pastoral Support pages.

Ground rules are agreed in advance of RSE lessons – including that:

- no one will be expected to ask or answer any personal questions
- any personal matters regarding sex, sexuality and personal relationships should be discussed privately with the teacher or a member of the medical centre, as appropriate. Confidentiality and boundaries for confidentiality relating to teaching staff and Medical Centre Staff/School Doctor will be clearly explained to pupils in advance of RSE lessons.

Resources

Teaching resources are available to teachers via the PHSE Association website, Gloucestershire Healthy Living & Learning (GHLL) and LA Advisor for PSHE. A summary of the RSE content at the School is in Appendix 1.

Staff

Only staff who feel comfortable with the subject matter teach RSE. All staff involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and to be prepared to refer to more expert advice if necessary. Staff will be given opportunities to attend relevant courses to develop their skills.

We believe that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However, we recognise that visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of RSE. Therefore some content is delivered by external professionals or the School Nurses.

Involving Parents and Withdrawal

Wycliffe recognises that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities of adulthood. The teaching offered by Wycliffe should be seen as complementary and supportive to the role of parents. Our Pastoral Support pages contain links and guidance for parents and where possible we will host events aimed at supporting families to address the issues raised by RSE. This policy will be available for

inspection via our website, and we will work closely with parents to ensure they are aware of what is being taught.

Letters are sent to parents in Year 9 informing them of the RSE Programme, detailing which aspects of the curriculum parents have the right to refuse for their child. Currently parents have the right to withdraw their child from 'sex education' that is not part of the Science National Curriculum. Should a parent choose to withdraw their child we will offer support via a meeting and ensure that their child's other learning is not disrupted. Additional support for use at home by parents can be accessed online via our Pastoral Support Pages. In a limited number of cases parents may borrow videos/DVDs to watch at home - this may be for review purposes or simply to watch and discuss them with their child.

Concerns and Complaints

Any concern or complaint about the content or delivery of the RSE programme should be addressed to the Head of Life Skills/PSHEE /Deputy Head Pastoral or the Head.

Safeguarding

Pupils will be made clearly aware that some information cannot be kept confidential by school staff and that staff have a responsibility in certain circumstances, to refer the matter on to the appropriate person. Where disclosures indicate that a pupil is at risk, or where there is a suspicion of possible abuse, this must be managed in accordance with the procedures contained in the School's Safeguarding Policy.

Any concerns about the welfare of a pupil for example engaging in underage sexual activity or involvement in a coercive relationship should be referred to the DSL via CPOMS in line with the School's Safeguarding and Child Protection Policy.

Advice is available for all pupils and parents if they request it, regarding information about where and from whom they can receive confidential relationships and sex advice/counselling and treatment.

Prior to any external speakers, care is taken, to ensure the content is appropriate to the age and ability of the pupils and aligns with the School's approach to RSE. Safeguarding protocols are handed to all visitors to the College.

Special Educational Needs and Disabilities

The nature of work undertaken in RSE will be appropriate to the age, experience, reading level, maturity and sensitivity of any SEND pupils. As pupils mature and develop at different rates, the RSE programme is therefore a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement at the differentiated stages of pupil maturity. Children with learning difficulties and/or disabilities may require support with their learning and adjustments will be made as appropriate.

Equality

In teaching RSE the School will comply with relevant requirements under the Equality Act 2010. Under the provisions of the Equality Act, the School must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. The School will make reasonable adjustment to alleviate disadvantage where it is required.

Monitoring, Evaluating and Reviewing the RSE Programme

The policy is a living document, which we are committed to monitoring and evaluating the effectiveness of on a regular basis as well as ensuring it complies with statutory changes. Of particular importance to the RSE programme are:

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- regular pupil feedback, via questionnaires and discussion in Life Skills/PSHEE, in House, in Tutor periods etc
- staff review and feedback, particularly at House Staff, Tutor, Welfare Committee Meetings
- parental feedback via the Head's Parent Panel and parental questionnaires on school provision
- continuing opportunities for INSET training as deemed necessary
- resource materials which are updated as necessary and made available to staff, pupils and any parents who wish to study them.

The policy is regularly reviewed and will be updated as required. Currently Wycliffe's RSE Policy is consistent with:

- DfE RSE Guidance (first published June 2019)
- National Children's Bureau, Sex Education Forum
- Gloucestershire LA Guidance on Relationships and Sex Education
- PHSE Association Guidance

This policy will be reviewed and approved annually by the College Trustees via the Welfare Committee.

Other Policies/Staff Guidelines, which have relevance to the RSE Policy, are:

- Anti-Bullying Policy
- Behaviour Policies (which includes Alcohol, Smoking and Drugs)
- Child-on-Child Abuse Policy
- Data Protection Policy
- Equal Opportunities Policy (part of Staff Handbook)
- Privacy Notice
- Safeguarding and Child Protection Policy
- SEND and SEND (EYFS) Policies
- Spiritual, Moral, Social & Cultural Education Policy

Member of Staff responsible: Kate Corbin (Deputy Head Pastoral)
Reviewed annually in July.

Appendix 1

RSE Content

RSE provides knowledge, and encourages the acquisition of skills and attitudes, which will allow pupils to manage their lives in a responsible and healthy manner.

The programme is carefully designed to safeguard and support pupils. The content will be age-appropriate and sensitive, building knowledge and life skills over time in a way that prepares pupils for the future and may include:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- how to recognise, understand and build healthy and respectful relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- different types of sexuality (LGBT)
- how some relationships can affect health and wellbeing, including mental health
- the importance of personal safety including online
- the biological aspects of puberty and reproduction
- the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications
- sensitive matters such as conception, virginity, birth, child-rearing, abortion, IVF, sexual orientation, sexually transmitted diseases and technological developments (including sexting) which involve consideration of attitudes, values, beliefs and morality
- analysing moral values and exploring those held by different cultures and groups
- health related matters such as contraception, HIV/AIDS and STIs and where appropriate, abortion/termination
- where pupils can find help and support, including from external organisations and agencies and sex and the law (including sexting and pornography).

Pupils will also be encouraged to consider the importance of the following values:

- self-respect and respect for others
- promotion of self-esteem
- tolerance, understanding and sensitivity towards the needs and views of others
- non-exploitation in sexual relationships
- culture in which we explore rights, duties and responsibilities in relationships
- healthy, happy and emotionally stable relationships now and in the future
- an acknowledgement and understanding of different religions, cultures, sexual orientations and social and economic backgrounds and how this can impact on relationships
- responsibility to themselves, their family, the School and the wider community.

Pupils will be helped to develop the following skills:

- communication, including the making and keeping of relationships
- assertiveness
- decision making
- recognising and using opportunities to develop a healthy lifestyle.

Family Life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between groups of people, with an emphasis on stability, respect, tolerance, caring and support. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity. Particular care will be taken with matters relating to marital breakdown and divorce.

Contraceptive 'Advice', Information and Referrals

Pupils will be taught about contraception – as part of the RSE programme. This will include information on how all pupils including under 16s, can access local services for confidential advice and treatment. Pupils who have been withdrawn from the RSE programme by their parents are still entitled to the information about local services. The School Nurses deliver this area of the RSE programme and are also available at the Medical Centre for any confidential advice required by pupils. Gloucestershire's 'Little Directory' is readily available to all pupils and is present in the Medical Centre and in Houses.

It is not the role of teachers to advise on health issues. They should encourage the pupil to talk to a parent/carer, and/or the School Nurses, young people's health service or GP.

Sensitive Issues

As part of the RSE programme sensitive issues such as HIV/AIDS, sexuality and abortion/termination, are addressed. Facts are presented in an objective and balanced manner, with pupils being encouraged to consider the attitudes and values within the framework already set out. They will be made aware of the differences between fact, opinion and religious belief.

Sexual Orientation/Gender Fluidity

Objective discussion of sexual orientation will take place in the RSE programme in order to raise awareness of diversity in society and to help address prejudice.

Help, Support and Counselling

Help, support and counselling will be given to all who request it.

Wycliffe's health professionals are able to offer young people confidentiality and can provide a link between the School and support services. Staff actively promote pupils to seek help and advice from the College Medical Centre and School Doctor.

Pupils may contact the help lines that are displayed and available in all Houses.

Pupils may also contact various websites for information and help:

[National Children's Bureau](#)

[Brook](#) sexual health advisory service

[Avert](#) global information on HIV and AIDS

[Gloucestershire Healthy Living and Learning](#)

[FPA](#) the sexual health company