

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.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should also cover contraception, developing intimate relationships and resisting, and not applying, pressure to have sex. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

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, Honour Based Violence (HBV), creation and sharing of nudes and semi nudes and the growing risks associated with the digital world; all form part of RSE in line with the School's Safeguarding Policy and Child Protection Procedure, 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 discussions, role-play and case studies using high quality materials. Observation and analysis are central to this process.
- To understand and minimise health risks, including the transmission of HIV and STDs.

Organisation & Delivery

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

Delivery is through planned aspects within Life Skills/PSHEE, Biology, Drama (Senior) and RE (Senior) 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 Programme. 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 Health Centre, as appropriate. Confidentiality and boundaries for confidentiality relating to teaching staff and Health Centre Staff/School Doctor will be clearly explained to pupils in advance of RSE lessons.

Resources

Teaching resources are available to teachers via the PSHEE Association website, Hodder Boost website, Chameleon resources, Brook website, Gloucestershire Healthy Living & Learning (GHLL), Bishuk.com, LA Advisor for PSHEE and Coram Life Skills (Prep). A summary of the RSE content at the School is in Appendix 1.

Staff

In the Senior School, 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. In the Prep School, Health Centre staff teach RSE, with follow up from Tutors.

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 Years 6, 7, 8 and 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, after consultation with the Senior Deputy Head in the Prep School, and the Senior Deputy Head in the Senior School, although the school advises parents against this course of action. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may request to withdraw their children, up to and until three terms before their child turns 16, from sex education (but not Relationships or, Health Education); such requests should be discussed with the relevant Senior Deputy Head. After the point which marks three terms before a child turns 16, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. 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. A number of informative weblinks can be provided for parents to review 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 relevant Head of Life Skills/PSHEE/Senior Deputy Head (Prep and Senior) or the Heads.

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 Policy and Child Protection Procedure.

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. In the first instance the Health Centre will take on this role.

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

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The nature of work undertaken in RSE will be appropriate to the age, experience, reading level, maturity and sensitivity of any pupils with special educational needs or disabilities. 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 special educational needs 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:

- The value of discussion and debate in the delivery of these topics, and ongoing teacher assessment of pupil understanding, and feedback, takes place during curriculum time. We recognise that some pupils may find some topics difficult.
- The evaluation of understanding through the use of baseline and formative assessments, pupil reflections and self-assessment, and adapting teaching accordingly. Assessments will also be used to identify where a pupil might benefit from extra support or intervention.
- 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
- monitoring our pastoral, safeguarding and bullying concerns to address specific incidents, and identify potential trends.
- parental feedback via the Head's Parent Panel and parental questionnaires on school provision
- continuing opportunities for INSET training as deemed necessary
- meetings of RSE teachers take place to review and evaluate the effectiveness of our provision.
- 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)
- Data Protection Policy

WYCLIFFE COLLEGE
RELATIONSHIPS EDUCATION AND SEX EDUCATION POLICY



- Equal Opportunities Policy (part of Staff Handbook)
- Privacy Notice
- Safeguarding Policy and Child Protection Procedure
- SEND and SEND (EYFS) Policies
- Spiritual, Moral, Social & Cultural Education Policy

Member of Staff responsible: Caoimhe Pettingell (Senior Deputy Head – Senior School)
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, delivered at the appropriate key stage, and 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 Health Centre for any confidential advice required by pupils. Gloucestershire's '*Little Directory*' is readily available to all pupils and is present in the Health 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/carers, 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 Health 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

There are 5 areas which have to be covered under the RSE Statutory Guidance for Primary– Families and People who care, Caring Friendships, Respectful Relationships, Online Relationships, Being Safe

RSE Specific Information Prep School Appendix 1 - 2023-2024

Year Group	Content covered	By whom
The Nursery Class	<ul style="list-style-type: none"> Name key adults who can help them when worried or sad Explain what to do when feel unsafe Recognise a funny tummy feeling if something feels wrong 	Tutor
Rec	<ul style="list-style-type: none"> Identify who can help when sad or worried and identify ways to help themselves if sad or worried Talk about when may feel unsafe or unhappy Name people who will help Talk about how to keep bodies safe Talk about keeping themselves safe, safe touches and consent Recognise feelings when they are unsafe What friends are important, how they help us and how we care for them Understand babies are made by a man and a woman Explain which parts of the body are kept private and safe and why Tell or ask an adult for help if they feel unsafe 	Tutor
Year 1	<ul style="list-style-type: none"> Recognise emotions and physical feelings with feeling unsafe Identify who can help them Identify which parts of their body are private and describe how body parts can be kept private Identify who they can talk to about their private parts Identify the difference between surprise and secret and who they can talk to if uncomfortable about any secret they are told PANTS Rules Explain the difference between appropriate and inappropriate touch Understand they can say 'no' to any touch Start thinking about who they trust Consider how to stay safe online and who to tell if uncomfortable 	Tutor
Year 2	<ul style="list-style-type: none"> Identify situations where they feel safe or unsafe Suggest how they would deal with feeling unsafe and who to ask for help Identify situations where they would say 'yes', 'no', 'I'll ask' and 'I'll tell' Explain what privacy means Know that no one can touch them without permission Explain that a person's genitals help them make babies when grown up Identify safe secrets and unsafe secrets Recognise the importance of telling someone they trust if they feel uncomfortable about a secret Be able to see that body language and facial expression can show someone is feeling uncomfortable 	Tutor

WYCLIFFE COLLEGE
RELATIONSHIPS EDUCATION AND SEX EDUCATION POLICY



	<ul style="list-style-type: none"> Identify the types of touch they like and do not Identify who they can talk to is someone makes them uncomfortable through touch Know they can ask someone to stop touching them Friendship is a special kind of relationship Describe how to stay safe online and who to tell if uncomfortable 	
Year 3	<ul style="list-style-type: none"> Identify situations which are safe and unsafe Identify who helps when they feel unsafe Suggest strategies to stay safe Know our bodies can give a sign if something is wrong or does not feel right and who to talk to who you can trust Describe appropriate behaviour on and off-line Understand and help how to get help is requested for images Recognise that babies are made from eggs and sperm and that girls have periods as part of puberty Identify who they have a special relationship with and suggest how to maintain a positive relationship Understand what personal space means Identify when someone is appropriate or inappropriate with personal space Describe what are the equalities of a friendship Define the difference between a secret and a surprise and to ask for help if feel uncomfortable Know the potential risks of browsing online 	Tutor Computing
Year 4	<ul style="list-style-type: none"> Describe different people in school and community who can keep them safe Identify images which they are safe/unsafe to share online Understand implications of sharing images online without consent Recognise feelings may change towards someone once they have further information about them Understand puberty Recognise may have to sometimes say 'no' to a friends Explain what a healthy positive relationship is Understand they have the right to protect their personal space Recognise how others may show non-verbal signs which signal how they feel when people are in their personal space Suggest who they would talk to if uncomfortable Know that marriage is a choice and can be same sex, opposite sex Define the difference between secrets and surprises and who can help them if they feel uncomfortable 	Tutor Computing
Year 5	<ul style="list-style-type: none"> Identify who is responsible for keeping them safe Understand online communications can be misinterpreted Accept responsibility and know behaviour must be responsible when interacting online and face to face Consider what information is safe/unsafe to share online Recognise that people are not always who they appear to be online Identify people who can be trusted Understand what kinds of touch are appropriate/inappropriate Describe strategies on what they would do if they felt uncomfortable 	Tutor Computing

WYCLIFFE COLLEGE
RELATIONSHIPS EDUCATION AND SEX EDUCATION POLICY



	<ul style="list-style-type: none"> • Identify what would make a relationship unhealthy and who they could talk to about this • Know and explain the difference between a safe and unsafe secret • Identify why they may need to break confidences to keep someone safe • Understand what we see online may not be the truth 	
Year 6	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Peer on peer abuse assembly • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. • Understand and describe the ease with which something posted online can spread • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • How you feel about your body • Puberty • Wet dreams • Menstrual wellbeing • Erections 	<p>Tutor</p> <p>Computing</p> <p>Health Centre (sexual health content)</p>
Year 7	<ul style="list-style-type: none"> • Periods – what happens, when and why? • Consent • Wet Dreams • Keeping good friendships and avoiding toxic ones. • Child on Child Abuse Assembly • Family relationships – the different types and why we don't always get along • Love and relationships – falling in love and dealing with new feelings • Bullying or banter? Why do people bully others and how can we help stop this? • What is cyberbullying? • Why do people bully online? How do we keep safe and positive relationships (on and off-line)? • Puberty • How you feel about your body • OK to be different • Beginnings of Consent • Where to get help and advice 	<p>Tutor</p> <p>Computing</p> <p>Health Centre (sexual health content)</p>
Year 8	<ul style="list-style-type: none"> • What is pornography and why can it be dangerous? • What is consent and why is it important we know about it? • Masturbation • Sexual Orientation • STI's • Child on Child Assembly • Pornography 	<p>Tutor</p> <p>Computing</p> <p>Health Centre (sexual health content)</p>

	<ul style="list-style-type: none"> • Sexting • Consent • Sexual orientation • On-line behaviour • Where to can get help and advice • How do we have safe sex and use different forms of contraception? • What is sexting and why is it so risky to send personal images • How do we keep good sexual health and avoid STIs? 	
--	---	--

RSE Specific Information Senior School Appendix 2 - 2023-2024

Year Group	Content covered	By whom
9	<ul style="list-style-type: none"> • Healthy relationships and friendships • Online relationships • Abusive behaviour and bullying • Positive and respectful intimate relationships • Consent • Pornography and sharing/creating sexual imagery • Family life • Gender identity • Individual, family and community values • Difference and challenging prejudice • Contraception including condoms and other common methods of contraception. Common STIs 	<p>Health Centre (sexual health content)</p> <p>Life Skills teachers: Mrs Pettingell, Mr Dunne, Mrs Evans, Miss Price, Mr Costello</p>
10	<ul style="list-style-type: none"> • Positive and negative relationships – skills for successful relationships • Exploitation and abuse in relationships, including health and support • Consent. Communication within intimate relationships • Pornography • Gender diversity and challenging discrimination • Parenting skills and family life • Marriage partnership and rights • Impact of separation and loss in relationships • Pregnancy choices • Honour based abuse, FGM, Forced Marriage • Online safety 	<p>Life Skills teachers: Mrs Pettingell, Mr Thomas, Miss Price, Mrs Dudley, Mrs Evans</p>
11	<ul style="list-style-type: none"> • Stages of romantic relationships • Domestic abuse • Separation and loss • The law, rights and responsibilities in sexual relationships • safer sex • sexual assault and what to do about it • faith, culture, values, sex and relationships • Harmful online content and pornography • Substances and risky behaviour • Pregnancy choices, including fertility • Finding and using health services 	<p>Life Skills teachers: Miss Price, Mrs Evans Mr Costello</p>

WYCLIFFE COLLEGE
RELATIONSHIPS EDUCATION AND SEX EDUCATION POLICY



Sixth Form	<ul style="list-style-type: none">• Recap on key themes from years 9-11 in an age appropriate manner• Reproductive health including, pregnancy, abortion, contraceptive options• Consent, Communication and pleasure	Various speakers followed by discussion groups
------------	--	--