



Walthamstow School For Girls

“Neglect not the gift that is in thee”

Policy Document

Relationship and Sex Education Policy

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I. AIMS

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

- o Provide a framework in which sensitive discussions can take place
- o Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- o Help students develop feelings of self-respect, confidence and empathy
- o Create a positive culture around issues of sexuality and relationships
- o Teach pupils the correct vocabulary to describe themselves and their bodies
- o Teach students to understand the concept of consent and its legal and moral implications.
- o Demonstrate our core values of inclusion and acceptance
- o Respect and reflect the diverse community we serve

2. STATUTORY REQUIREMENTS

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At WSFG, we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity

5. CURRICULUM

Our RSE curriculum is set out as per Appendix I, but we may need to adapt it as and when necessary.

We developed the curriculum in consultation with parents/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students are taught PSHE in form groups and are timetabled one lesson each fortnight. Teachers of PSHE work collaboratively to develop their expertise, knowledge and understanding *with regular meetings and training*.

The school caters for a diverse community and aims to respect, value and represent the plurality of views within it. In this regard, the teaching of RSE is based on developing mutual understanding, respect *and tolerance of difference*.

Students may also receive stand-alone sex education sessions or sexual health sessions delivered by a trained health professional, the details of which will be provided to parents and carers in advance.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- o Families
- o Respectful relationships, including friendships
- o Online and media
- o Being safe
- o Intimate and sexual relationships, including sexual health

Sex Education will be taught across the following year groups, terms and will cover the following content.

Year group	Term, lesson	Content
Year 8	Spring lesson 2 and 3	1. How to avoid assumptions with consent 2. What is sexual orientation?
Year 9	Spring lesson 1, Spring lesson 2 Spring lesson 3	1. Managing pressure 2. What is enthusiastic consent? 3. What is safe sex?
Year 10	Spring lesson 2 Spring lesson 3, Summer lesson 2	1. The facts around pregnancy and my choices 2. How to prevent STIs 3. The impact of viewing harmful content like porn
Year 11	Spring lesson 2 Spring lesson 3	1. What is consent – the law 2. Fertility and reproductive health

These areas of learning are taught within the context of family life, taking care to make sure 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 and foster parents/carers, amongst other structures),

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along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

For more information about our RSE curriculum, see Appendices 1 and 2.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - I-to-I discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

7.1 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. ROLES AND RESPONSIBILITIES

8.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

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- o Modelling positive attitudes to RSE
- o Monitoring progress
- o Responding to the needs of individual pupils
- o Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Names/roles of those responsible for teaching RSE at WSFG.

Name of teacher	Role in School	Other subjects taught
Rachel Warren	Assistant Head	PE
Faye Careless-Pye	Head of Year 10	PE
Leanne Wood	Head of Year 8	PE
Laura Fearon	Head of Year 9	Humanities
Humma Akhtar	Head of Year 9	English
Rose Owen	Teacher	Science
Sarah Healy	DHOF and teacher	DT
Anisa Nazir	Teacher	English
Caroline Hinz	Teacher	Science
Rachel Griffin	DHOF and teacher	Spanish
Razwana Hafiz	Teacher	Maths
Tatiana Cassango	Teacher	Maths
Insha Arabi	Teacher	Science

8.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Students will draw up a code of conduct for RSE lessons with support from their teachers which will include reference to and understanding of protected characteristics as listed in the Equalities Act 2010 and our legal obligation to ensure we do not discriminate.

9. PARENTS RIGHT TO WITHDRAW

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education and students will attend that lesson in an alternative space.

10. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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The headteacher 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.

II. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Rachael Futo, Deputy Headteacher and Rachel Warren, Assistant Headteacher through:

- Planning and review meetings with teachers
- Regular scrutiny of lesson resources
- Student feedback during and at the end of units of learning
- Teacher feedback during and at the end of units of learning
- Dialogue with families following the sharing of schemes of learning

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rachael Futo, Deputy Headteacher and Rachel Warren, Assistant Headteacher annually. At every review, the policy will be approved by Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

7	<p>Respectful relationships What makes a good friend? How to manage challenges in friendship Is it bullying?</p>	<p>Intimate and sexual relationships What are the qualities of a healthy relationship? Introducing consent Self worth</p>	<p>Personal safety What is discrimination? Public Sexual Harassment</p> <p>Co-Constructed lesson</p>
8	<p>Respectful relationships What are stereotypes about girls? What is gender based discrimination?</p> <p>Families What are the roles and responsibilities of a parent?</p>	<p>Intimate and sexual relationships How to manage conflict in relationships Assumptions about consent Sexual Orientation</p>	<p>Being safe What influences my decisions? How can I resist peer pressure?</p> <p>Online and media What is sexting?</p>
9	<p>Respectful relationships What is homophobia? How do I show respect? What is conflict and how does it escalate?</p>	<p>Intimate and sexual relationships Managing pressure Consent</p> <p>Sexual Health What contraception is available?</p>	<p>Being safe How to build connections How to get over a break up</p> <p>Online and media Possible consequences of online behaviour</p>
10	<p>Respectful relationships What is employment discrimination? How do I give and get respect?</p> <p>Families How do I cope with change?</p>	<p>Intimate and sexual relationships What are different types of long term commitment?</p> <p>Sexual Health What are my options in the event of unplanned pregnancy? How to prevent STIs</p>	<p>Being safe How do I prepare for work experience?</p> <p>Online and media Impact of viewing porn</p>
11	<p>Respectful relationships Extremism Disability Equality Empathy & human connection</p>	<p>Intimate and sexual relationships What is abuse? What is consent?</p> <p>Sexual Health Reproductive health</p>	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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/carers 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 recognise 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),

	<p>the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <ul style="list-style-type: none"> • 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
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

Parent
signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with
parents/carers