



Policy:	<i>Relationships and Sex Education (RSE) Policy</i>
Applies to:	<i>Warwick Senior Pupils</i>
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Approved by:	<i>J S Barker – Head Master</i>
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Signed:	

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

RSE is provided to every pupil at Warwick School (except where a specific exemption from sex education has been granted –see below) and involves learning about relationships, sexual health, sexuality and healthy lifestyles.

Statutory Requirements

The delivery of Relationships and Sex Education (RSE) and Health Education is a requirement under the under the [Children and Social Work Act, 2017](#), in line with the terms set out in the [Statutory Guidance for Relationship and Sex Education, 2019](#).

This states that pupils in all secondary schools from September 2021 must learn about—

- (i) safety in forming and maintaining relationships,
- (ii) the characteristics of healthy relationships, and
- (iii) how relationships may affect physical and mental health and well-being.

The education given is required to be appropriate and developmental, giving due regard to the age and the religious background of the pupils. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing young people with the knowledge they need of the law. All guidance given in the [Education Act 2002, Section 80A](#) for maintained schools is followed.

In line with the requirement that schools consult with parents on changes to Relationships and Sex Education (RSE), an initial consultation period was held in September 2020 when the draft policy was issued. Parents, pupils and staff continue to be consulted as the new programme of teaching is embedded and their views help to shape schemes of work and broader RSE provision, such as the content of assemblies and use of external speakers. When further changes are proposed, parents are made aware and are strongly encouraged to share their thoughts with us.

Key Aims and Objectives

RSE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. It is an important part of the personal development of every pupil at Warwick School and thus a key topic in the PSHEE programme and synonymous with the school's aims.

In addition to the general aims of PSHEE, laid down in the separate PSHEE Policy, whilst teaching the RSE element we aim to:

- build on the knowledge acquired at primary school whilst introducing knowledge about intimate relationships and sex
- help pupils understand, and manage responsibly, a wide range of relationships within the school community and beyond, and to show respect for the diversity of, and differences between, people
- provide a framework in which sensitive discussions about relationships and sex can take place

- help pupils with changes associated with puberty, and give them an understanding of sexual development and the importance of sexual health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy in their relationships
- give pupils the emotional literacy to express themselves in matters concerning relationships and sex
- enable pupils to keep themselves safe and give them the confidence to seek advice and help if necessary
- create a positive culture around issues of sexuality and relationships.

We are guided by the 'Principles of good RSE' endorsed by the PSHE Association.

Our school is committed to relationships and sex education, which:

- 1.** Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- 2.** Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- 3.** Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- 4.** Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- 5.** Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- 6.** Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- 7.** Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- 8.** Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- 9.** Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- 10.** Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- 11.** Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- 12.** Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Notes
These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organizations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2010, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science* (*which is taught in maintained schools) includes some elements of sex education.

Published 2017

Policy Availability

The policy is available on the school website and is sent annually to parents.

Organisation

The Deputy Head (Pastoral) is responsible for the overall planning, implementation and review of the RSE programme throughout the school. He works closely with the Heads of Section, Heads of House, Form Tutors, School Nurse, SEN Specialist in Social, Emotional and Mental Health, and the Heads of Department for English and Drama, Religion and Philosophy, Biology and Physical Education.

Curriculum and opportunities

RSE focuses on giving young people the information they need to help them develop healthy, safe, nurturing and respectful relationships. The curriculum covers five main topics:

- family relationships
- friendships and peer relationships
- online and social media relationships
- being safe (including the law and consent)
- intimate and sexual relationships including sexual health

More information about the content within each topic is outlined in Appendix 1 which also gives an indication of when aspects of each learning point are introduced. However, as the curriculum is spiral in nature, themes are revisited and built upon from year to year, so deeper understanding of each topic can be developed gradually at a level which is age appropriate and responsive to the needs of the pupils. The school may choose to adapt the stage at which different topics are taught in response to need in any particular year group as tailoring the curriculum to individuals' needs is important. The viewpoints of parents, pupils and staff also help to shape the curriculum. More detail of topic coverage and the half term in which it is to be taught is provided in the Scheme of Work summaries issued in the Autumn Term and parents are informed in advance of changes to the proposed schedule or content.

Delivery

RSE is provided through:

- a) PSHEE lessons – in most year groups dedicated RSE lessons are scheduled but some of the elements of the topic are taught through other modules such as citizenship. In Year 7, RSE is largely taught within the 'Making Acquaintances' and 'Looking Inwards' schemes of work. In the Sixth Form, RSE is included in the Y12 and Y13 schemes of work which are run jointly with Kings High School with Sixth Form pupils from both schools joining together for fortnightly lessons.
- b) In addition to timetabled PSHEE lessons, Heads of Section and Heads of House routinely run assemblies on pertinent RSE topics, often using outside speakers
- c) Form group pastoral time activity sessions – Tutors are encouraged to initiate form discussions on aspects of the RSE programme that they see as relevant. This provision has flexibility allowing us to respond to needs as they arise.
- d) Specialist speakers and workshops – these take place periodically throughout the year and on certain days the curriculum is suspended for RSE talks and activities. For example, Pupils in Years 10 and 12 each attend a day of workshops and talks from Beyond Equality on the topic of Positive Masculinity.
- e) Teaching and learning in other subjects/curriculum areas such as English, Drama and Religion and Philosophy (respectful relationships), Biology (sex education), Computer Science (online relationships)
- f) Cross-year group events including, for example, assemblies, special activities to mark Anti-Bullying week may be used to draw attention to topics.

A safe, supportive and inclusive learning environment

RSE works within pupils' real-life experiences so a safe learning environment with clear 'ground rules' is essential. During RSE lessons, pupils may indicate in some way that they are vulnerable or 'at risk' and staff may need to follow procedures within the school's Child Protection and Safeguarding Policy in such instances. Staff and pupils are made aware that some information cannot be kept confidential and that if certain disclosures are made then action may need to be taken. However, pupils will always be offered sensitive and appropriate support and, if necessary, will be encouraged to talk to their parents or a doctor about their problem in such circumstances.

Teaching takes into account the age, ability, readiness, and identity of pupils and recognises their differing needs. We aim to be as inclusive as possible in the way topics are addressed and encourage pupils to let us know if they are uncomfortable about the way any lesson has been delivered. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of pupils 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. We also take into consideration that some pupils may have a different structure of support around them, for example, looked after children or young carers. The RSE elements of the PSHEE programme proactively encourage sensitivity, respect and equality, in particular with regard to the nine protected characteristics identified in the [Equality Act 2010](#).

Relationships and sex topics include sexually transmitted diseases, contraception and abortion. In the teaching about such sensitive topics, facts are presented in an objective and balanced way; the difference between fact, opinion and religious belief are made clear.

Pupils are encouraged to ask questions in RSE lessons. Where these are of a sensitive nature, the member of staff may feel it is more appropriate to ask the pupil to wait for an answer until they have consulted the Deputy Head (Pastoral) and they may decide to feedback to a pupil individually rather than sharing an answer with the class as a whole. Some questions may touch on topics beyond the remit of the scheme of work. Staff do their best to address such questions with sensitivity to the needs of the whole class.

Teaching and Learning Approaches

A variety of teaching approaches is used to allow pupils to develop their knowledge and understanding of topics, to enable moral issues to be explored and to acquire appropriate skills. More details can be found in the schemes of work for each year group but the most common strategies used are based on stimuli materials such as photographs and news items to stimulate group discussions.

Teachers are made aware that their personal beliefs and attitudes must not influence the teaching of controversial issues and the approach is to help pupils make their own informed decisions. Advice is available from the Deputy Head (Pastoral) if teachers are concerned about any aspect of delivery. The rotation of topics between teachers from Year 10 and above allows expertise to be built up by a teacher in specific topics.

Resources

- **Materials** – Bespoke teaching resources are devised in-house and staff use the best resources online from a vast array of sources to put together powerpoints and workbooks. Parents are invited to get in touch if they would like to view and discuss any of the teaching resources.
- **Staff** - Most of the RSE teaching in PSHEE lessons is delivered by key pastoral staff who undertake a broad range of relevant training with external providers in areas sexual health, online safety (including sexting), Protective Behaviours and Safeguarding (as designated safeguarding leads). However, staff throughout the school, whatever their role, are involved in promoting and developing the aims and objectives of the RSE Policy through their teaching and/or in their roles as tutors. External professionals with specialist areas of knowledge and expertise are employed to provide teaching in some aspects of the programme; specialist speakers are an important part of the programme.

Outcomes, Assessment and Evaluation

Active engagement in learning, rather than passively receiving information, is most effective in teaching RSE. Pupils are helped to develop a comprehensive, balanced and relevant body of factual information to inform their present and future choices. They are provided with opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Roles and Responsibilities

Governors

Governors approve the RSE Policy and hold the Head Master to account for its implementation.

The Head Master

The Head Master is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the sex education component of RSE.

Staff

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- responding to the needs of individual pupils
- ensuring that their personal beliefs and attitudes do not influence the teaching of controversial issues
- helping pupils make their own informed decisions about relationships

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, to treat others with respect and sensitivity.

Parents

Parents are the prime educators for children on many RSE matters and schools complement and reinforce this role. RSE is most effective when there is communication and collaboration between school and home. Parents are encouraged to talk to their child about their RSE and, where, appropriate, guidance on a particular topic may be sent to parents. Parents are encouraged to contact the Deputy Head (Pastoral) to discuss any aspect of the RSE programme and are strongly encouraged to attend Parent Education Events delivered by specialists that relate to the RSE components of the PSHEE teaching programme.

Withdrawing a student from sex education components of RSE

Parents have the right ([under section 405\(3\) of the Education Act 1996 - exemption from sex education: England](#)) to withdraw their children from all or part of the sex education part of the RSE programme up until 3 terms before their child turns 16. The pupil will generally remain excused until the request is withdrawn or the student reaches the age at which they can make their own decision. However, the Head Master has the right at any stage to determine that the student should not be withdrawn.

Parents should contact the Head Master to discuss withdrawing their child from sex education.

Parents **cannot** withdraw their child from the relationships education component of RSE or the human reproduction part of sex education which is covered by the National Curriculum and taught as part of the science curriculum. Parts of the programme of study for RSE which *may* include an element of sex education (human reproduction and/or sexual behaviour) are indicated on Appendix A. Pupils who are withdrawn from sex education lessons will receive appropriate, purposeful education during the withdrawal period.

Monitoring and Review

A formal review and evaluation of the RSE programme is undertaken annually by the Deputy Head (Pastoral) to update and develop the teaching and learning. Staff, pupils, parents and other members of the community may be part of the review process. The programme though, is constantly under review, with the inclusion of speakers when the opportunity arises, and the focus on topical issues. Evaluation takes place through analysis of pupil wellbeing surveys undertaken twice a year and the quality of teaching is monitored by the Deputy Head (Pastoral) through scrutiny of planning and lesson observations.

Complaints

Parents are encouraged to contact the Deputy Head (Pastoral) at any stage of the year if they have queries or concerns about any aspect of RSE. The school Complaints Procedure can be followed for raising concerns.

Links with other policies

The RSE Policy is part of a suite of policies that include the PSHEE Policy, Child Protection and Safeguarding Policy, Behaviour Policy and Antbullying Policy.

Appendix A: Statutory (Key Stage 3 and 4) RSE Topics

*The RSE curriculum is spiral. Here we indicate the first year in which **parts of the topic** are introduced in an age-appropriate manner. Further details are issued in the start of year Summary Schemes of Work issued to all parents.*

a) Academic subjects where relationships and sex education material is covered include:

Year 8	Biology	Puberty in boys & girls, including physical and emotional changes; relationships; reproductive systems; pregnancy and birth; sexual intercourse.
Year 9	T&P	Abortion (UK current law, pro-life and pro choice perspectives which are secular and religious, the question of when life begins)
Year 10	T&P	Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning (different types and how they work) The nature and purpose of marriage. Same-sex marriage and cohabitation. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. The nature of families, including: <ul style="list-style-type: none">○ the role of parents and children○ extended families and the nuclear family. The purpose of families, including: <ul style="list-style-type: none">○ procreation○ stability and the protection of children○ educating children in a faith. Contemporary family issues including: <ul style="list-style-type: none">○ same-sex parents○ polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples. Medical ethics / right to abortion: Abortion, including situations when the mother's life is at risk.

	Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
	The role of women in Islam.
Philosophy	Polyamorous relationships (pros and cons of) Feminist theology Roles of men and women as dictated by the Bible Gender fluidity
Biology	Evaluation of different methods of contraception; Sexually transmitted infections; Common cancers of the male and female reproductive systems

b) Relationships and sex education topics covered within the PSHEE Programme:

Year 7	Topic 2 – Making Acquaintances- Friendship, Bullying, Tolerance and Respect	
	Topic 3 – Looking Inwards	- Introduction to Puberty, Research on Puberty, Female Puberty
	Topic 4 – Good Lads	- Positive Masculinity, Gender Stereotyping
Year 8	Topic 3 – The Man in the Mirror	- Appearance Ideals, Eating Disorders, Rejecting Appearance Ideals
	Topic 5 – Healthy Relationships	- Relationship with Yourself, Romantic Relationships, Marriage and Families, Relationship Breakdown
Year 9	Day 2 – Healthy Relationships	- Teenage Relationships, Consent, Gender and Sexuality, Sexual Health and Contraception, Pornography
Year 10	Topic 2 – Social Issues	- Having Children, Families
	Topic 3 – Relationships and Sex	- Sexual Attraction, Healthy Relationships, Sex, Unhealthy Relationships, Relationship Break-Up
Year 11	Topic 5 – Addiction	- Habit, Dependence and Addiction
Lower 6 th	Topic 1 – Relationships and Sex	- Safer Sex and Contraception, Coercion in Relationships; Relationships Online
	Topic 2 – Careers	- Workplace Conduct (Sexual Harassment)
	Topic 3 – Mental Health	- Overcoming Crises
Lower 6 th	Topic 1 – Relationships and Sex	- Safer Sex and Contraception, Coercion in Relationships; Relationships Online
	Topic 2 – Careers	- Workplace Conduct (Sexual Harassment)
	Topic 3 – Mental Health	- Overcoming Crises