Relationships and Sex Education Policy
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1. Aims

The aims of relationships and sex education (RSE) at West Somerset College are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Enable pupils to identify healthy relationships, both on and offline
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of overall good health and personal hygiene

The curriculum will be underpinned by the College values of respect and ambition. The curriculum will be delivered in a supportive and safe environment, which celebrates our diversity and allows students to discuss, share and evaluate RSE, in a way that provides a basis for lifelong learning. We will work closely with our middle school partners to achieve these aims across the whole of KS3 and 4.

A full breakdown of the DfE RSE policy for KS3 & KS4 can be found in Appendix 2.

2. Statutory requirements

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

WSC teaches children from KS3 - KS5. This document sets out the policy for teaching of RSE across KS3 – KS4 only. We also work closely with our middle school partners to ensure the statutory requirements are met across the whole of KS3.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 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

We define ‘relationships and sex education’ as learning about physical, moral and emotional development that students need in order to understand the relationship they have with those around them and their own and others’ sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, cultural, moral and legal dimensions of personal identity, human relationships and sexuality as well as factual teaching about sex, sexuality and sexual health.

Although it is now a statutory requirement, at WSC we believe it is important to address this area of the curriculum, which builds on much of our previous curriculum for PSHE. Our young people have a right to an education that will inform and empower them to make safe and healthy decisions about their bodies, their health and their relationships, both off and online. The planned programme of study is designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum.

RSE is not about the promotion of sexual activity.

5. Curriculum

Mirroring our partners across BTCT, RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by wider BTCT and Academy policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of BTCT’s and our Academy’s broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

Alongside our middle school partners, we will deliver the content set out in Appendix 2 in the context of a broad and balanced curriculum which complements, rather than duplicates, the content covered in national curriculum subjects such as citizenship, science, computing and PE.

Our RSE specific curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary and it should be viewed within the wider SMSC programme and other aspects of curriculum delivery across the Academy.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

Through the RSE curriculum at KS3 and KS4, we aim for our young people to

- understand that good nutrition and appropriate exercise supports a positive physical, emotional and mental health, including positive self-esteem;
- make and maintain healthy, fulfilling relationships, both on and offline;
• understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
• distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
• be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
• understand the physical, hormonal and emotional factors linked to puberty, reproduction, pregnancy and birth.
• recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
• recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
• be able to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
• To recognise the emotions associated with loss or change within a relationship, such as divorce, separation and new family members and manage them positively or know where to seek help to do so.

For more information about our curriculum, see our curriculum map in Appendix 1 as well as our SMSC POS. A full breakdown of the DfE RSE policy for KS3 & KS4 can be found in Appendix 2.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education which we deliver as part of our SMSC curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) also delivered within SMSC.

Pupils also receive sex education sessions delivered by members of the SMSC team and/or trained health care professionals.

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

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

These areas of learning are taught within the context of family life, taking care to ensure 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
In teaching RSE we recognise that young people will bring prior learning and real-life experiences to their learning and our curriculum endeavours to respect and build on them.

In this way, our curriculum recognises and respects pupils’ different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. WSC is also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

WSC is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. This will be done in liaison with the SENDCo and in line with the College’s wider inclusion policy.

7. Roles and responsibilities

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

The board will ensure:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the teaching of RSE is staffed and resourced in a way that ensures the Academy can fulfil its legal obligations.

7.2 The headteacher
The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

This includes ensuring:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure WSC fulfils its legal obligations;
• The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
• The Academy works with parents/carers when planning and delivering RSE to pupils.
• Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

7.3 Staff

Staff are responsible for ensuring:

• Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
• All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
• At all times teaching will take place in the context of an explicit moral framework;
• All points of view they may express during the course of teaching RSE are unbiased;
• The teaching of RSE is delivered in ways that are accessible to all pupils with SEND;
• The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
• Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
• Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
• Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
• RSE is delivered in a sensitive way
• The modelling positive attitudes to RSE
• They are monitoring progress

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.

Staff with specific responsibilities are:

○ Carla Jackman: Development of RSE programme at WSC. Team leader for SMSC.
○ James Morris: AHT overseeing development and implementation of RSE.
○ Mary Cranna and the safeguarding team: Liaison and delivery of some elements of RSE.
○ SMSC teachers: Delivery of RSE within the SMSC curriculum.

7.4 Pupils

Pupils are expected to:

• Engage fully in lessons and activities of the RSE curriculum;
- Abide by the agreed ground rules and structures put in place to allow safe and respectful conversations to take place;
- Treat others with respect and sensitivity;
- Seek help, support and clarification from appropriate teaching/pastoral staff, who may direct them to an alternative member of staff or external agency;
- Understand that in the teaching of RSE, teachers/pastoral staff will not provide personal advice.

7.5 Parents and carers

WSC acknowledges the key role that parents/carers play in the development of their children’s understanding about relationships. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow, mature and to form healthy relationships.

All Parents/Carers will be:
- Given every opportunity to understand the purpose and content of RSE;
- Encouraged to participate in the development of RSE;
- Able to discuss any concerns directly with the Academy.

8. Parents’ right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. WSC, before granting any such request, will require the Headteacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents’ request to withdraw their child, up to and until three terms before the child turns sixteen. After that point, 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.

The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

9. Training

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

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.
**Working with external agencies**

WSC is aware that working with external partners will enhance the delivery of RSE and will support to bring in specialist knowledge and implement different ways of engaging with young people.

Where we use external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Staff will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

The Academy will ensure a member of staff accompanies all visitors. Visitors should not be alone with pupils/children unless the school has assured itself that the visitor has had the appropriate DBS check (or the visitor’s employers have confirmed that their staff have appropriate checks).

The academy will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust’s Safeguarding Policy.

**Safeguarding, reports of abuse and confidentiality**

WSC recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role Academies have in preventative education.

At WSC, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), should a child inform staff or indicate that they or another young person is being abused or neglected, BTCT’s safeguarding policy, and WSC’s own safeguarding policy, will be followed.

**10. Monitoring arrangements**

The delivery of RSE is monitored by Carla Jackman and James Morris through:

*Learning walks, paired teaching, student voice and sampling planning.*

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

This policy will be reviewed annually by James Morris, Assistant Headteacher. At every review, the policy will be approved by the West Somerset College local governing board.
This policy is designed to be used alongside the following:

- Relationships and sex education policy of Bridgwater and Taunton College Trust
- BCT Safeguarding and Child Protection Policy
- BCT Lone Worker Policy
- Academy Behaviour Policy
- Academy Anti-Bullying Policy
- Academy E-Safety and Online Policy
- Academy SEND Policy
- Academy Equality & Diversity Policy
- Academy Drugs Policy
- Academy Positive Behaviour Policy
### Appendix 1: Curriculum map

**Relationships and sex education curriculum map - please see SMSC POS for more details**

Some elements of RSE are delivered outside of the core SMSC curriculum – see statutory requirements documents for further details.

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>TERM</th>
<th>TOPIC/THEME DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Year 9     | Autumn    | Healthy Relationships                                                              | Supported by assemblies and visitors where appropriate.  
                                                      | Fully resourced lessons.  
<pre><code>                                                  | Demonstration kits and leaflets. |
</code></pre>
<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>TERM</th>
<th>TOPIC/THEME DETAILS</th>
<th>RESOURCES</th>
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| Year 10    | Autumn | Risky Business  
  - Sexual health  
  - Drugs, alcohol.  
  - Smoking (including the law about public places).  
  - Gambling.  
  - Loans.  
  - Gangs and youth crime. | Supported by assemblies and visitors where appropriate.  
Fully resourced lessons.  
Demonstration kits and leaflets.  
NHS information used |
|            | Spring | Ethical Issues  
  - RSE themes revisited through discussions on issues such as the abortion debate. | Fully resourced SMSC lessons.  
Information on the law in Britain. |
|            | Summer | Prejudice and discrimination  
  - Gender and discrimination  
  - Sexuality and discrimination  
  - Relationships  
  How social is our media?  
  - Identifying different types of media and influences of these.  
  - Positives and negatives of certain types of media (including social media)  
  - The media’s role in tackling and/or encouraging prejudice and discrimination.  
  - Fake news – how to be media literate.  
  - Online safety, grooming, exploitation etc. | Supported by assemblies and visitors where needed.  
Police resources.  
Fully resourced SMSC lessons. |
| Year 11    | Autumn | Crime and punishment  
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<tr>
<th>YEAR GROUP</th>
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<th>TOPIC/THEME DETAILS</th>
<th>RESOURCES</th>
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|            | Spring | Wellbeing and the pursuit of happiness  
|            |       | o Mental health  
|            |       | o Dealing with stress  
|            |       | o Relationships including family and friendships as well as emotional abuse.  
|            |       | o Spiritual wellbeing including pilgrimage and worship.  
|            |       | o Skills for life | Supported by assemblies and visitors where needed.  
|            |       | | Online materials where useful.  
|            |       | | Fully resourced SMSC lessons. |
Appendix 2: By the end of secondary school pupils should know

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>PUPILS SHOULD KNOW</th>
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<tbody>
<tr>
<td>Families</td>
<td>• That there are different types of committed, stable relationships</td>
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<tr>
<td></td>
<td>• How these relationships might contribute to human happiness and their importance for bringing up children</td>
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<tr>
<td></td>
<td>• 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</td>
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<tr>
<td></td>
<td>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</td>
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<td></td>
<td>• The characteristics and legal status of other types of long-term relationships</td>
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<td></td>
<td>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</td>
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<td></td>
<td>• 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</td>
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## TOPIC

Respectful relationships, including friendships

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<th>PUPILS SHOULD KNOW</th>
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<tr>
<td>- 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</td>
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<td>- Practical steps they can take in a range of different contexts to improve or support respectful relationships</td>
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<td>- 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)</td>
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<td>- 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</td>
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<td>- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</td>
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<td>- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</td>
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<td>- What constitutes sexual harassment and sexual violence and why these are always unacceptable</td>
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<td>- 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</td>
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<td>TOPIC</td>
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<td>Online and media</td>
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<td>Being safe</td>
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<td>Intimate and sexual relationships,</td>
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<td>including sexual health</td>
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## Appendix 3: Parent form: withdrawal from sex education within RSE

### TO BE COMPLETED BY PARENTS

<table>
<thead>
<tr>
<th>Name of child</th>
<th>Class</th>
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<table>
<thead>
<tr>
<th>Name of parent</th>
<th>Date</th>
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**Reason for withdrawing from sex education within relationships and sex education**

<table>
<thead>
<tr>
<th>Any other information you would like the school to consider</th>
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<table>
<thead>
<tr>
<th>Parent signature</th>
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### TO BE COMPLETED BY THE SCHOOL

**Agreed actions from discussion with parents**

Include notes from discussions with parents and agreed actions taken.

Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.