



Relationship and Sex Education

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List of Changes to Policy

Version	Date	Page No	Details of changes
		3	Updated dates of consultation
		5	Additional statement: We will share all curriculum materials with parents and carers upon request.
		5	Update to the delivery – reference to Belief and Life
		8	Update to staff delivering PSHE



Relationships and Sex Education Policy

October 2024

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships and raise awareness about sexual harassment and sexual violence and how to report this.
- Support pupil's personal development and behaviour and attitudes
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Equip students with knowledge and understanding to be respectful of others and their bodies
- Support pupils own, and others wellbeing, so that they can become successful and happy adults who make a meaningful contribution to society
- Teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). At Waingels we teach RSE as set out in this policy.

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](#).

We also have regard to 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 Waingels, we teach RSE as set out in this policy.

Information on our funding agreements and articles of association can be found on the school website: <https://www.waingels.wokingham.sch.uk/1137/documents>

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 – the Head of Religious Studies and Lead Teacher for PSHCE (Personal, Social, Health and Citizenship Education) reviewed all relevant information including relevant national and local guidance. This is regularly reviewed to ensure updates are responded to
2. Staff consultation – all school staff have been given the opportunity to examine the policy and make recommendations. Information was sent on 27th September 2024.
3. SENCO consultation – The school SENCO has reviewed the policy to ensure it is appropriate for meeting the needs of all students. As a result of this the school are working towards ensuring that appropriate adaptations are made to meet the needs of more vulnerable students.
4. Parent/stakeholder consultation – parents and carers were sent a link to the draft policy and the PSHCE curriculum overview document on 27th September 2024 and invited to comment.
5. Pupil consultation – we conducted a KS3 and KS4 student panel to share the curriculum overviews for our PSHCE curriculum. We conduct student panels annually to seek further student feedback.
6. Ratification – the policy was discussed and ratified at Governors' Quality of Education Committee on 22 October 2024 to reflect changes to the guidance.

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.

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

RSE is not about the promotion or encouragement of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. The curriculum design is spiral in nature so that students will revisit topics at a level that is age appropriate. 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

The Social Science Department at Waingels seek to deliver a Personal, Social, Health, Citizenship and Economic (PSHCE) education within the Belief and Life curriculum which is relevant, engaging, challenging and interesting. This education is done in a way in which pupils can develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Biological aspects of RSE are taught within the science curriculum. The RSE curriculum may be supported by external speakers or workshops e.g SIMBA Day as appropriate.

Our overall aim of the curriculum is to allow students to develop the skills and attributes to help stay safe, healthy and prepare them for life and work in modern Britain. Waingels is committed to a broad and balanced curriculum and as such, our PSHCE curriculum supports pupils to achieve their academic potential and leave school equipped with skills they will need throughout later life. Our PSHCE curriculum helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, it helps pupils to manage opportunities, challenges and responsibilities they will face growing up.

The curriculum is designed to ensure that it enables all students to build upon prior experiences and understanding of PSHCE, and it is through their PSHCE journey that they will develop a respect for their own and others beliefs and actions. We aim to teach our students about the importance of maintaining good mental health. Our curriculum promotes various strategies for managing mental health through mindfulness activities, overcoming stress and many more. The curriculum aims to empower students to take responsibility, to help them develop personal awareness and be proud of their own identity.

In line with the [Relationships and Sex Education \(RSE\) and Health policy](#), we aim to ensure that our curriculum, Relationship and Sex Education, involves learning about the physical, emotional and social aspects of growing up, with particular focus on relationships, sex, sexuality and sexual health. This enables our students to build positive and respectful relationships in the future.

Within the curriculum there are age appropriate lessons on consent with a focus on respecting a person's boundaries and how to respond when boundaries have been crossed without our permission. This is embedded in the curriculum for all year groups and throughout the key stages. Sexual orientation and gender identity are also taught in an age appropriate and inclusive way as an embedded part of the curriculum. Lessons are delivered in a sensitive and respectful manner in line with statutory guidance.

We aim to prepare our students with the necessary tools to become positive members their community. Our 'living in the wider world' topic is delivered at the end of each year to enable students to explore what it means to be a kind and positive member of modern British society through the learning of British Values, money, citizenship, charity and much more.

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

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

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

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).

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.

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
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 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

7. Use of external organisations and materials

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

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 board

The governing board will approve the RSE policy, and hold the Assistant Head Teacher to account for its implementation.

Governor responsible for RSE: Jim Mathieson

8.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE unless the content is taught in the statutory science curriculum or is in reference to the health and wellbeing of a young person. (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from 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 Head Teacher. Staff currently teaching the PSHCE curriculum are:

Ms A Robinson – PSHCE Lead

Mrs C Ward – Assistant Head Teacher for Personal Development and teacher of Belief and Life (including PSHCE)

Ms J Bonney – Head of Social Science

Miss L Percival – Teacher of Belief and Life (including PSHCE)

Miss G Herron – Teacher of Belief and Life (including PSHCE)

Mr J Brown – Teacher of Belief and Life (including PSHCE)

Miss C McClean - Teacher of Belief and Life (including PSHCE)

Miss R Abery - Teacher of Belief and Life (including PSHCE)

Ms L English - Teacher of Belief and Life (including PSHCE)

Miss E Seymour - Teacher of Belief and Life (including PSHCE)

Mr S Lawless - Teacher of Belief and Life (including PSHCE)

8.4 Pupils

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

Pupils are consulted through student voice to help inform the curriculum and evaluate its implementation to ensure it remains current, relevant and appropriate to meet the needs of the students.

9. Parents' right to withdraw

Parents have the right to withdraw their children from the sex education components 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. The right to withdraw refers only to the sex education element of RSE. Parents are not able to withdraw their child from relationships or health education which may be taught within the science curriculum or from the relationships or health units of the PSHCE curriculum.

Aspects of our PSHCE curriculum that are considered sex education are referred to in the 'intimate and sexual relationships, including sexual health' aspect of the taught curriculum as identified in bold italics in Appendix 2.

Parents may have a right of withdrawal from certain external talks and sessions outside the standard curriculum, eg when students receive stand-alone sex education sessions delivered by a trained health professional in Years 10 in our SIMBA days (Safe in Mind, Body and Attitude). Parents/carers will be advised of these sessions in advance and will have the right to withdraw students from topics not within the relationships or health units and not taught as part of the national science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record.

We will always seek a meeting with parents/carers to discuss the benefits of receiving this part of their education and to answer any questions they may have. If the parents/carers still wish to withdraw their child, then the Head Teacher or delegated member of staff will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

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.

The Head Teacher 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs C Ward and Ms A Robinson through learning walks, observations, book reviews, student and staff voice. The curriculum is reviewed at least annually to ensure it is relevant and in line with government and legal guidelines.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. In line with the Safeguarding policy teachers of RSE are vigilant in lessons and in reviewing students' work and report any concerns to the safeguarding team.

This policy will be reviewed by Mrs C Ward, Ms A Robinson and Ms J Bonney every two years. At every review, the policy will be approved by the Governing Board

Waingels PSHCE - Content Overview KS3

Healthy & Wellbeing

Relationships

Living in the Wider World

	Autumn Term	Spring Term	Summer Term
Year 7	<p>The Island Unit – Beliefs and Life Self-Identity Trust, boundaries and respect (Consent) Puberty Personal Hygiene – Dental First Aid</p> <p>Behaviours Unit Appropriate Behaviours Sexual Identity Importance of Sleep Stereotypes and discrimination</p> <p>Health Unit: Dangers of smoking Risks associated with Alcohol Drugs: Illegal/Legal/Prescription Discrimination Child on Child abuse</p>	<p>Health Unit*: Attitudes to mental health Emotional Wellbeing Digital Resilience Healthy coping strategies Happiness and positivity</p> <p>Wider World Unit: Rules and laws Legal System British Values Pilgrimage and Finance Weapons & County Lines</p>	<p>Finance Unit: Finance project – Basics of income, finances and tax</p>
Year 8	<p>Relationships Unit: Romantic relationships & Consent Racism Celebrating Diversity Body image Managing conflict in relationships Sex and the media Child on child abuse – Cyberbullying Sexting Joint enterprise – Bystander Weapons and County Lines</p>	<p>Health Unit 1: Vaping Healthy eating Stress Phone and screen time Drugs E-safety - Radicalisation/Extremism</p>	<p>Health Unit: First Aid – Medication/Choking/Reactions/Allergies</p> <p>Finance project: Environment, fair trade and activism</p>
Year 9	<p>Relationships Unit: First Aid Sex and the Law Media and Sex Consent Sexual Health Contraception and Support</p>	<p>Drugs Unit: Exploring attitudes Drugs and the law Cannabis and Alcohol Managing influence County Lines Knife Crime</p>	<p>Online Presence and Finance Unit: Sexting Child on child abuse Online presence Identity and influence Positive attitudes Elections and Voting Finance project: gambling, debt, mortgages</p>

Waingels PSHCE - Content Overview KS4

Healthy & Wellbeing

Relationships

Living in the Wider World

	Autumn	Spring	Summer
Year 10	<p>Relationships Unit: Consent Sharing images Coercive control FGM Family life Impact of pornography/Sextortion Revenge Porn – Image based sexual abuse</p> <p>Health and Wellbeing Unit: Overcoming challenges Negative thinking patterns Mental Health Emotional Wellbeing Drugs and Mental Health Managing influence and seeking support</p>	<p>Coercive Relationships Unit: Coercive relationships Unwanted attention County Lines Weapons First Aid – CPR/Bandages/Blood/Bruising x2</p>	<p>Safety online: Sharing images and the law</p> <p>Living in the Wider World: Making financial decisions Gambling</p>
Year 11	<p>Relationships Unit: Respect – consent, sexual harassment, sharing images, mental health, sexuality/identity, online presence – impact on future aspirations.</p>	<p>Health and Wellbeing Unit: First Aid – Drugs, festivals, weapon wounds, how to help someone who has overdosed/alcohol Fertility and Pregnancy & Pregnancy Options</p> <p>Living in the Wider World: Finance – Employment, working hours, wages (citizenship), Equality</p>	

Healthy & Wellbeing

Relationships

Living in the Wider World

Waingels PSHCE – Content Overview KS5

Year Group	Autumn Term 1	Autumn Term 2	Autumn Term 3	Autumn Term 4	Autumn Term 5	Autumn Term 6
Year 12	Body Image, self-esteem and self-awareness, Mental health and emotional wellbeing.	Drugs, Tobacco and Alcohol Healthy Lifestyles, personal health, support services, managing risk and safety, including when travelling Sexual Health, relationships and consent, parenthood	Democracy, the role of the Government, Debating of topical issues Respect and values, Bullying, abuse, discrimination, cultural views, diversity and respect.	Financial choices, Consumer rights, budgets, managing money Choices and pathways, enterprise, leadership	Managing exam stress, exam skills. Interviews, CVs, Employability rights and conduct. Online presence, online safety, social media	Careers Focus – Post 18 Options
Year 13	Mental health and emotional wellbeing.	Managing own health. Respectful relationships and emotional intimacy	Post 18 financial decisions, staying safe and managing money.	Managing professional relationships and appropriate workplace conduct	Study Leave/Exams	Study Leave/Exams

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 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), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • 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

TOPIC	PUPILS SHOULD KNOW
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)

TOPIC	PUPILS SHOULD KNOW
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 • <i>That they have a choice to delay sex or to enjoy intimacy without sex</i> • <i>The facts about the full range of contraceptive choices, efficacy and options available</i> • <i>The facts around pregnancy including miscarriage</i> • <i>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)</i> • 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 • <i>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</i> <p>*Content in italics represent aspects of the curriculum considered sex education</p>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: Links to Statutory Guidance, policies and information

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

The policy complies with the following Governmental Policies:

- The [Teachers' Standards](#)
- [Children and Social work act 2017](#)
- The [Equality Act 2010](#) (Part 6, chapter 1)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#) (Sections 406 and 407)
- The [Public Sector Equality Duty](#) (as set out in section 149 of the Equality Act 2010).

The policy complies with the following Waingels Policies:

- Antibullying Policy
- Behaviour and Attitudes Policy
- Careers Policy
- Child Protection and Safeguarding Policy and Procedures
- Equality Policy
- Mental Health and Emotional Wellbeing Policy
- PSHE Policy
- SMSC and British Values Policy

These can be found on our website: [Policies and GDPR - Waingels](#)

To ensure the RSE Curriculum is appropriate for our students we review and adapt lessons that have been reviewed and approved by the PSHE Association. [PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](#)