

# WEST DERBY SCHOOL

## Relationships and Sex Education Policy



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Approved by:	K Hodgkiss (Chair of Trustees)

## Contents

1. Aims .....	2
2. Statutory requirements.....	2
3. Definition.....	3
4. Curriculum .....	3
5. Delivery of RSE .....	3
6. Inclusion and Differentiation.....	5
7. Pupils with additional educational needs.....	5
8. Roles and responsibilities .....	5
9. Parents' right to withdraw.....	6
10. Training.....	6
11. Monitoring arrangements .....	6
12. Links to other policies.....	7
Appendix 1: Curriculum map .....	7
Appendix 2: By the end of secondary school pupils should know .....	9
Appendix 3: Parent form: withdrawal from sex education within RSE .....	11

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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
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 made pursuant to section 34 and 35 of the [Children and Social work act 2017](#). Through amendments to the Independent School Standards 2014, relationship education is a compulsory component of our curriculum.

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](#).

At West Derby School we teach RSE as set out in this policy.

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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

### 3. Definition

RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes.

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 of sexual activity.

### 4. Curriculum

RSE curriculum is inclusive for all and as ambitious as the national curriculum. The curriculum allows all students of all abilities to gain the appropriate knowledge to develop their social, emotional and physical wellbeing.

Our 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, considering 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 do not seek answers online.

### 5. Delivery of RSE

West Derby School provides Relationship and Sex Education through the curriculum, which is delivered in timetabled, RSE/PHSE, RS and science lessons, form time, assemblies, and personal growth days.

Tutors deliver the RSE/PSHE Curriculum in dedicated RSE/PHSE lessons. Support from specialist outside agencies are used to deliver planned aspects of the curriculum. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. The content of the science curriculum which deals with sex is compulsory.

Specific assemblies, age appropriate, are held to raise issues of a sexual nature for example: social media and its impact on young people's sexualization; sexual harassment; online and offline sexual abuse, and sexual violence.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 both online and offline
- Intimate and sexual relationships, including sexual health, sexual harassment and sexual violence.

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, LGBTQ+ 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.

## 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

## Use of External Organisations

When using external organisations (or materials produced by these organisations) to teach part of the curriculum:

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

## 6. Inclusion and Differentiation

Our RSE programmes recognise that young people will bring prior learning and real-life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect 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. When delivering the RSE curriculum, teachers will ensure that pupils feel safe and supported and that they are able to engage with key messages.

In reading this, please also refer to the West Derby School SEND policy.

## 7. Pupils with additional educational needs

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievements.

## **8. Roles and responsibilities**

### **8.1 Trustees**

The Chair of Trustees will approve the RSE policy and Trustees will 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, and for managing requests to withdraw pupils from components of RSE (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 the 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. Key staff include:
  - Ms Jones – Assistant Head Teacher – RSE Lead.
  - Mrs Wilkinson – Deputy Head Teacher – Curriculum Lead.
  - Mr Thomas – Deputy Head Teacher – Pastoral Lead.

### **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents have the right to withdraw their children from the 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 and take appropriate action.

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

## **10. Parents Right to View Teaching Materials**

As detailed by The Rt Hon Gillian Keegan's letter to schools and parents on October 24<sup>th</sup> 2023, parents have the right to request to see the materials that are used to teach Relationships and Sex Education to their children. Should you wish to view these materials, that are delivered as part of our school's PSHE curriculum, please send an email to the school for the attention of Ms C Jones who will reply to your request.

## 11. 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.

## 12. Monitoring arrangements

The delivery of RSE is monitored by SLT through:

- Learning walks
- Planning scrutiny
- Work scrutiny
- Pupil voice
- Questionnaires for professional/outside agencies.

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

This policy will be reviewed by Ms Jones. At every review, the policy will be approved by Chair of Trustees and the Headteacher.

## 13. Links to other policies

- PSHE Policy
- Child Protection Policy
- Child on Child Abuse Policy

## 14.

### **Important Information about Statutory Updates to Relationship, Sex and Health Education (within the PSHE Curriculum)**

In May 2024 the then Conservative government undertook a review of the RSHE curriculum and how it is being delivered in schools. The draft statutory guidance for schools was made available for an eight-week consultation period in May 2024. Upon the close of the consultation period in July, the PSHE Association along with one hundred other agencies have rejected the draft statutory guidance and called upon the new Labour government to undertake a new review. Like all other schools in the country, we are waiting for further guidance from the government before we continue to develop our RSHE materials to ensure that they are robust and meet the needs of our students. All materials for our teachers, students and parents will be available to view at least four weeks advance of when the contents are planned to be delivered. The statement from the PSHE Association and the other signatories can be read here: <https://rshe.uk/#text51>



**APPENDIX 1 – Curriculum Maps**

**PSHE Curriculum Map Years 7 & 8 (currently in the process of being updated)**

Year 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>Autumn</b>	Health and Well-Being Intro	Mental Health Intro	Building Resilience	Kindness and Empathy	Safer Internet	Dangers of Vaping	Drugs Intro	Drugs Intro	Personal Hygiene and Oral Health	Boys' Puberty	Boys' Puberty	Periods and Menstruation	Gratefulness	
<b>Spring</b>	Personal Development	Personal Development	Importance of Respect	Wants, Needs and Priorities	Self-Esteem	Self-Esteem	Media Literacy	Racism Intro	Stereotyping	Protected Characteristics	Careers Skills and Qualities	Careers Skills and Qualities	Budgeting Your Money	
<b>Summer</b>	Healthy Relationships	Healthy Relationships	Importance of Trust	Maintaining Friendships	Maintaining Friendships	Anti-Bullying	Peer Pressure	Peer Pressure	Online Grooming	Online Grooming	Different Families	Falling in Love	Marriage	
	<b>Half term 1</b>							<b>Half Term 2</b>						
Year 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>Autumn</b>	Balanced Diet and Healthy Food	The Importance of Exercise	Lifestyle Diseases and Cancer	Eating Disorders	Social Media Stress	Social Media Stress	Group Messaging and Chats	Group Messaging and Chats	Self-Harm	Knife Crime	Knife Crime	Exploring Identity	Exploring Identity	
<b>Spring</b>	Attendance and Punctuality	Attendance and Punctuality	Ambitious, Aspirational, Realistic	Employability Skills Intro	Employability Skills Intro	Entrepreneurs	Saving and Investing Money	Teamwork	Sexism in Society	Sexism in Society	Ableism: Visible and Invisible Disabilities	County Lines	County Lines	
<b>Summer</b>	Tolerance and Mutual Respect	Being a Great Man	Being a Great Man	Gender Equality	Gender Stereotypes	Cyberbullying and Online Trolls	Consent, Law, Boundaries	Consent, Law, Boundaries	Contraception	Contraception	Intro to STIs	Intro to STIs	Condoms	



**PSHE Curriculum Map for Years 10 and 11 (Year 11 is currently in the process of being updated):**

	Half term 1							Half Term 2					
Year 10	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Social Media and Resilience	Social Media and Loneliness	Digital Footprint	Deep Fakes and Malicious AI	Body Image Positivity Too Far	Managing Social Anxiety	Stress and Exam performance	Stress and Exam Performance	Cancer and Self Examinations	Unplanned Pregnancy	Nitrous Oxide	Homelessness	Homelessness
Spring	Careers	Employability Skills: CV	Careers in STEM	Preparing for Job Interviews	Preparing for Work Experience	Employment Rights and Responsibilities	Equity and Equality	Cost of Living Crisis	Criminal Justice System	Identity and Diversity	Hate Crime	Overt and Covert Racism	Language and Microaggressions
Summer	Parenting Costs and Considerations	Abortion	Adoption	Gaslighting and Emotional Abuse	Relationships and Break-ups	Consent and Rape	Sexism	Revenge Porn	Types of Relationship	Online Dating	Role of Pleasure	Same Sex Relationships	LGBT Rights

	Half term 1							Half Term 2					
Year 11	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Compulsive and Unwanted Fixed Behaviours	Criminal and Mob Behaviour	Criminal and Mob Behaviour	Fertility and Reproductive Health	Gender Roles and Transgender People in the UK	Personal Safety on the Streets	Suicide Prevention	Extremism and Radicalisation	Job Interviews	Health and Safety	Independent Living	Personal Safety and Independent Travel	Pronouns and the Wider World
Spring	Revision and Study Skills	Revision and Study Skills	Revision and Study Skills	Revision and Study Skills	Revision and Study Skills	Revision and Study Skills	Revision and Study Skills						
Summer													

KEY

- Health and Well-Being
- Wider World / Careers
- Relationships and Sex

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



### 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	