

# Westbourne School

## Relationships Education and Relationships and Sex Education (RSE) Policy

Persons responsible: Rebecca Wilcox (KS3 & 4 PSHEE and RSE) and Julie Paul (KS1 & 2 PSHEE and RSE) in consultation with SMT and the pastoral team.

Staff, governors, parents and pupils will also be consulted and this policy will be updated in the light of these consultations.

Governor responsible: Julia Leatherland

Date written: April 2020

Most recently reviewed: November 2021

To be reviewed: December 2021

This will ensure that parents, pupils and staff have been consulted and the policy will reflect these consultations.

### **Policy Context and Rationale**

This policy covers our school's approach to the teaching of Relationships and Sex Education and Relationships Education. Health Education will be compulsory in all schools from September 2020 along with Relationships and Sex Education (RSE) in all secondary schools and Relationships Education in all primaries.

At Westbourne School our key values are based around respect, inclusion, excellence and resilience and these are clearly identified and explained in our School's Behaviour Policy.

Our PSHEE education provision promotes these values. We are ultimately aiming for our pupils:

- to understand what constitutes a healthy relationship and that they deserve nothing less.
- to understand the importance of consent in a relationship; that any decision to give or withhold consent must always be respected and it is everyone's right to withdraw consent at any time.
- to seek out relationships that are wholesome, edifying, trusting and enriching.
- to understand that there are different types of committed, stable relationships.
- to respect the positive relationships of others in whatever form these relationships take.
- to know how to stay safe online and that their rights, responsibilities and expectations of behaviour are the same online as they are face-to-face/in person.
- to understand what intimate and sexual relationships can involve and what good sexual health is.

- to know where/who to go to seek help or support

Our Year 11 pupils (March 2020) have been involved in the creation of this policy through class discussion and anonymous questionnaires. The key needs identified by pupils in 2020 were for more teaching on:

- 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).
- the legal rights and responsibilities regarding equality
- what to do and where to get support to report damaging material or manage issues online.
- how 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.
- what marriage is (and who it can be between), including its 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.
- 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.

Pupils identified that

- We cover what consent is and its importance frequently throughout KS 3 and 4 in various contexts for example intimate relationships, marriage, sexual bullying, upskirting, grooming, sexting, pornography, drugs and alcohol (see also results of the [pupil questionnaire on consent versus sexual bullying](#) conducted summer term 2021 on pupils in Year 8 - Year 11)
- They feel confident in knowing how to recognise an unhealthy relationship and are aware of strategies to manage one
- they feel that they can speak openly in RSE lessons, that confidentiality is taken seriously. They know where to seek information and who they can talk to regarding any concerns they might have.

**The aims of this policy are to**

- Adhere to the new DfE Statutory Guidance compulsory in all schools from September 2020. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#).
- outline to staff how RSE teaching is linked to other subjects in the curriculum and

how this overlap will be managed.

- outline to pupils what they can expect to be covered in lessons.
- explain to parents the pupil outcomes we are seeking and the topics we are covering in school. Also how they can support their pupils' learning.
- clarify that at Westbourne there is a commitment to equality and that inclusion runs through the life of the school. It is one of our core values and our assembly program, enrichment provision, vertical tutor grouping and curriculum content all reinforce this message.
- clarify how pupils will be supported and where they will be signposted for extra information and support if they require/ask for it.

### **Creating a safe and supportive Learning Environment**

At Westbourne we pride ourselves on building relationships that are positive and strong between pupils and teachers; this is fundamental to achieving positive outcomes across the whole curriculum but is especially so in PSHEE. It is vital that pupils feel safe to talk and ask questions in RSE lessons and firm ground rules are established at the beginning of RSE teaching to enable everyone to feel safe to discuss things and ask questions. Pupils and teachers write up the ground rules together. Examples of ground rules might be:

- No personal comments/questions.
- No put downs.
- Please listen to each other.

### **Entitlement and equality of Opportunity**

The Equality Act 2010 requires schools to ensure that no-one with a protected characteristic is discriminated against. Inclusion is at the heart of what Westbourne is about and is a value we hold dear.

In RSE teaching, teachers discuss religious and cultural beliefs with the pupils but avoid making assumptions and we talk about sexuality without promoting any one kind of relationship.

### **Intended outcomes**

Learning outcomes and activities balance knowledge with skills and attributes. Lessons should comprise Factual Knowledge (such as knowing that it is illegal to share sexually explicit images), Skills (how to negotiate and get out of a difficult situation or resist a request) and Personal Attributes (building resilience and confidence). The 2021 Ofsted [Review of sexual abuse in schools and colleges](#) has made clear how important it is that we educate our pupils about what peer on peer abuse is and how to respond. Pupils must be clear about their part and how they can prevent issues such as bullying, including in their role as 'bystanders'.

### **Teaching and Learning**

## **1. Principles and methodology**

At Westbourne we believe it is important to take a positive approach to RSE teaching, one that does not intend to induce fear, shock or shame.

RSE lessons are an opportunity to

- Promote positive social norms
- Deliver sex positive lessons
- Avoid demonising men
- Avoid inducing guilt

## **2. Planning**

As in all PSHE education we tailor our Relationships and Sex Education to meet the learning needs and priorities of our students. We aim to carry out a baseline assessment at the start of a unit of work to get an accurate snapshot of where our students are in terms of their understanding of a particular topic to ensure learning is developmentally appropriate.

We also try to take account of national data and trends, feedback from our pastoral team and colleagues as well as student surveys.

[PREPARING FOR STATUTORY](#) = baseline lesson plan

In EYFS PSED is one of the three core strands of the EYFS Statutory Framework and underpins all interactions and teaching within Pre-School and Reception. It is not taught as a discrete topic but is included within all interactions with pupils particularly through free flow play and the activities we plan for in our continuous provision.

## **3. Timetabling**

PSHEE teaching aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking, all of which link to Westbourne's core values of Respect, Inclusion, Excellence and Resilience. We aim to provide a balanced and broadly-based curriculum in relation to personal development, behaviour, welfare and safeguarding and as such, all pupils receive one lesson of PSHEE each week in Senior School and one lesson in Junior School. RSE is covered in the third term for each year group and usually accounts for most of the rest of the year's PSHEE lessons.

## **4. Assessment**

A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Whilst there is no formal examined assessment for RSE, we will assess progress through questionnaires, quizzes, annotated mind maps, written assignments, feedback forms, self evaluations, presentations, group work and class discussions.

In EYFS assessment is through observations and interactions with the children. This informs our planning and is tracked on their EYFS personal trackers.

## **5. Teaching Responsibility and Staff Training**

The RSE programme will be led by Julie Paul for KS1 & 2 pupils, she is the PSHEE Lead for Junior School and Relationships Education. Becky Wilcox is the PSHEE Lead for Senior School and responsible for RSE teaching to KS3 & 4. It will be taught by class teachers in Junior School. In Senior School, Mrs Wilcox teaches RSE for pupils in Years 9-11, Mrs Mirfin, Ms Myhill, Mr Jewitt and Mr Birbeck share the teaching of PSHEE and within that, RSE, for our Year 7 & 8 pupils. PSHEE staff are regularly trained and fully apprised of the new requirements for statutory RSE teaching. Mrs Mirfin and Mrs Wilcox attended the PSHE Association's training session in December 2020 on Preparing for statutory RSE within the KS3 and KS4 PSHE curriculum. Mr Clark, Head of Junior School attended the same training for Relationships Education for pupils in KS1 and KS2 on 12.2.2020.

## **6. Confidentiality and Handling Disclosures**

Confidentiality and Disclosures are handled as laid out in the school's safeguarding policy.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will consult with the designated safeguarding lead and in his /her absence their deputy.

The protocol for visitors into lessons and external agencies who support the delivery of RSE is to sign in and wear a lanyard while around the school. It is good practice for visitors to show proof of their identity. They will remain under the supervision of a member of staff.

## **7. Responding to pupils' questions**

We teach pupils about distancing techniques such as anonymous questions, case studies and problem pages to help pupils avoid personalising issues.

Teachers know to admit if they do not know an answer to a question and find out the answer later.

Where a child's question seems inappropriate, teachers agree to discuss it later with the child individually, rather than with the whole class. If any teacher is concerned that a student may be at risk of abuse we follow the procedures in our Safeguarding Children policy. One of our intended outcomes is that pupils know where and how to seek help and access support, and as such, signposting is an important part of RSE lessons. We teach pupils how and why they might access support and what might happen if they do. For example, when teaching about Sexually Transmitted Infections we would empower learners to access health information and services independently, such as The Youth Clinic at The

Hallamshire Hospital and Open Doors: Sheffield Young People's Outreach Sexual Health Service. We would always encourage them, if concerned, to seek advice and not worry about 'wasting their time' – it's their job to deal with their concerns, whether physical, emotional or mental.

In Junior School children can post anonymous questions in post boxes available in each classroom during the term when RSE is covered; these are addressed in subsequent lessons.

### **Links to other school policies and areas of the curriculum**

Anti Bullying policy - [Anti Bullying/Peer Abuse Policy 2021.pdf](#)

Safeguarding policy - [Safeguarding and Child Protection Policy Sept 2021.pdf](#)

Junior School Behaviour Policy - [Behaviour policy Junior School 200916.pdf](#)

Senior School Behaviour Policy - [Sept 2021 SS Behaviour Policy](#)

PSHEE Programme of Study can be found here: [PSHE Association Programme of Study \(Key stages 1-5\), Jan 2020 0.pdf](#)

EYFS statutory framework:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Useful resources we use include:**

[Rise Above](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Barnardo's: Believe in children | Children's charity](#) (Real Love Rocks)

[Brook – Healthy lives for young people](#)

[Young People and Sexual Health](#)

[PSHE Association: Home](#)

[Crossing the Line - a PSHE toolkit](#)

<https://www.bbfc.co.uk/education/teacher-guide/pshe-resource>

<https://www.disrespectnobody.co.uk/>

### **Involving Parents and Carers**

In the autumn term we sent out a questionnaire with this policy and reviewed it in the light of [feedback](#).

Parents will be informed about the policy through the Friday flyer and the Parent Portal and it will be available to look at on the Parent Portal.

We are committed to working with parents and carers by listening to your views and will be sending out a questionnaire following the release of this policy which will invite you to give feedback on it.

We work closely with parents to ensure that they are fully aware of what is being taught.

As part of our whole school approach to RSE, Parent Information Sessions and

opportunities for parents to view the materials and resources used will be offered and advertised in the Friday Flyer.

We will notify parents when Relationships and Sex Education will be taught via the Friday Flyer.

### **Right of excusal/withdrawal**

If a parent/carer requests that their child be removed from some or all of the sex education delivered as part of statutory RSE, they will be asked to meet with the Headteacher to discuss this. As part of this meeting we will agree alternative arrangements for their child during these lessons.

In KS1 & 2 parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, Mr Hicks will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We strongly recommend pupils accessing the curriculum through school and avoiding accessing unreliable information on the internet.

In KS3 & 4, parents can withdraw their children from the “sex” elements of RSE. From 3 terms before they turn 16, a student can opt back in to RSE lessons against parents’ wishes. The school has a duty to provide sex education during one of the remaining three terms.

Parents do not have a right of withdrawal for “health”, “relationships” or any other aspect of PSHE education.

There is no right of withdrawal from National Curriculum science which includes elements of sex education such as puberty and reproduction.

### **Review Date**

December 2021