

WeST Secondary Relationships, Sex and Education (RSE) Policy

Person(s) responsible for updating the policy:	Lead Practitioner for RS/PSHE/RSE and Director of Inclusion
Date approved by Trustees:	
Date of next review:	
Status:	Statutory

Mission, Vision and Values



Vision

Every child in a great school



Mission

Empowering children to impact positively on society



Values

Collaboration
Aspiration
Integrity
Compassion

WeST Core Values

WeST holds four core values which underpin the engagement, motivation and retention of employees, no matter what their role in the organisation.

- Collaboration**
 Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others. Building and securing value from relationships, developing self and others to achieve positive outcomes.
- Aspiration**
 Having high expectations, modelling the delivery of high quality outcomes. Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence.
- Integrity**

Acting always with the interests of children and young people at our heart, and with a consistent and uncompromising adherence to strong moral and ethical principles. Communicating with transparency and respect, creating a working environment based on trust and honesty.

- **Compassion**

Recognising need in others and acting with positive intention to promote well-being and improve outcomes.

Providing Accessible Formats

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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, 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
- Relationships Education, Relationship and Sex Education (RSE) and Health Education - [Statutory Guidance \(2019\)](#)

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

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 lead teacher for RSE 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. Teachers of RSE are regularly given the opportunity to contribute to the planning, implementation and delivery of RSE through teacher voice and department meetings.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and delivery of RSE. Parents are offered the chance to contribute to RSE planning, implementation and delivery through once yearly meetings and through parent teacher consultations.
4. Pupil consultation – we investigated what exactly pupils want from their RSE. Student voice is held regularly by the lead teacher for RSE.
5. Ratification – once amendments were made, the policy was shared with governor hubs and ratified

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 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. 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6 Delivery of RSE

RSE is taught within the Personal Development curriculum and RSE forms one of the three Personal Development strands. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 make sure 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 and 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 and adaptive teaching 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. More detail is set out in the Westcountry Schools Trust Visiting Speakers policy.

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 trust board

The trust board will approve the over-arching template WeST RSE policy, and hold the headteacher to account for its implementation at a local level via the Directors of Education and Inclusion.

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 non-statutory components of RSE (see section 9).

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 non-statutory 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.

The lead teacher for RSE in our school is Daniel Willcocks

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 non-statutory 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.

It is good practice for the Headteacher, or a named senior member of staff, to meet with parents who want to withdraw students.

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

Three terms before they turn 16, **a student can opt back into sex education lessons**. The school has a duty to provide sex education during one of the remaining three terms.

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 headteacher may 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 Daniel Willcocks-Head of Personal Development, through:

- An RSE audit that is regularly reviewed and updated
- Mapping the RSE curriculum to the Personal Development Curriculum
- Student Voice
- Teacher Voice
- Planning Scrutinies
- Learning Walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The WeST template policy will be reviewed every three years. At every review, the policy will be approved by the Trust Board. WeST schools will then be asked to provide local adjustments. The Director of Inclusion will monitor this.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

- RSE is delivered through the Personal Development curriculum at Plymstock School. The whole Personal Development overview map is included below so that where the RSE curriculum fits into each year group can be appreciated. This is regularly reviewed and subject to change.
- The three themes are: **Living in the Wider World**, **Relationships and Sex Education (RSE)** and **Health and Wellbeing**.
- All lessons have been audited to ensure the Relationships and Sex Education (RSE) statutory guidance is being met.
- The subjects and themes covered below are complimented by an assembly programme and a tutor programme once per week (varying by year group) that compliments the Personal Development content here and also links to British Values giving students the opportunity to discuss current relevant news and events, for example, Anti-Bullying Week and Mental Health Week as well as Citizenship news events such as the Qatar World Cup and the protests in Iran and China.
- The curriculum overview map should be viewed in combination with this policy and the RSE audit and statutory guidance.

YEAR	TERM 1:	TERM 2:	TERM 3
7	STRAND: HEALTH AND WELLBEING LESSON 1: PERSONAL HYGIENE LESSON 2: EMOTIONAL HEALTH LESSON 3: PUBERTY LESSON 4: HEALTHY BODY	STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: CONSENT LESSON 2: HEALTHY RELATIONSHIPS LESSON 3: UNHEALTHY RELATIONSHIPS	STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: PUBERTY LESSON 2: MENSTRUAL WELLBEING LESSON 3: MANAGING CONFLICT
	TERM 4: STRAND: LIVING IN THE WIDER WORLD LESSON 1: LEARNING MORE ABOUT POLITICS LESSON 2: WHAT DOES AN MP DO? LESSON 3: WRITING A MANIFESTO	TERM 5: STRAND: HEALTH AND WELLBEING LESSON 1: RISK LESSON 2: RISKS TO HEALTH-DRUGS AND ALCOHOL LESSON 3: DIET	TERM 6: STRAND: LIVING IN THE WIDER WORLD LEGAL SYSTEM LESSON 1. LEGAL CAREERS LESSON 2: MOCK COURT ROLE PLAY P1 LESSON 3: MOCK COURT ROLE PLAY 2
	TERM 1:	TERM 2:	TERM 3

YEAR 8	STRAND: HEALTH AND WELLBEING LESSON 1: UNDERSTANDING DRUGS LESSON 2: TOBACCO-RISKS AND INFLUENCES LESSON 3: ALCOHOL AND RISK LESSON 4: THE EFFECTS OF DRUGS ON HEALTH AND BEHAVIOUR	STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: SEXUAL ORIENTATION AND GENDER LESSON 2: RELATIONSHIPS LESSON 3: INTRODUCTION TO CONSENT	STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: INFLUENCES ON RELATIONSHIP EXPECTATIONS LESSON 2: CONSENT-AVOIDING ASSUMPTIONS LESSON 3: INTRODUCTION TO CONTRACEPTION
	TERM 4: STRAND: LIVING IN THE WIDER WORLD LESSON 1: POLITICAL PARTIES LESSON 2: VOTING LESSON 3: CONTEMPORARY ISSUE	TERM 5: STRAND: LIVING IN THE WIDER WORLD EQUALITY AND DIVERSITY LESSONS LESSON 1: EQUALITY LESSON 2: DIVERSITY LESSON 3: EQUALITY AND DIVERSITY IN THE WIDER WORLD	TERM 6: STRAND: LIVING IN THE WIDER WORLD LESSON 1: CAREERS-BELIEFS AND VALUES LESSON 2: EMPLOYMENT SECTORS LESSON 3: GENDER STEROTYPES
YEAR 9	TERM 1: STRAND: LIVING IN THE WIDER WORLD LESSON 1: PERSONAL QUALITIES LESSON 2: PERSONAL SKILLS LESSON 3: EMPLOYABILITY SKILLS PART 1 LESSON 4: EMPLOYABILITY SKILLS PART 2	TERM 2: STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: STARTING OUT IN A ROMANTIC RELATIONSHIP LESSON 2: CAPACITY TO CONSENT LESSON 3: PREVENTING STIs	TERM 3: STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: RESPECTFUL RELATIONSHIP BEHAVIOURS LESSON 2: CONTRACEPTION LESSON 3: MANAGING THE ENDING OF RELATIONSHIPS
	TERM 4: STRAND: LIVING IN THE WIDER WORLD LESSON 1. CITIZENSHIP, ENTERPRISE AND CAREERS L1 LESSON 2: CITIZENSHIP, ENTERPRISE AND CAREERS L2	TERM 5: STRAND: LIVING IN THE WIDER WORLD LESSON 1: FGM-BEING SAFE CASE STUDY LESSON 2: EXPLOITATION-BEING SAFE CASE STUDY LESSON 3: HONOUR BASED MARRIAGE-BEING SAFE CASE STUDY	TERM 6: STRAND: HEALTH AND WELLBEING LESSON 1: MENTAL HEALTH LESSON 2: TYPES OF MENTAL HEALTH LESSON 3: MENTAL HEALTH SOLUTIONS

	LESSON 3: CITIZENSHIP, ENTERPRISE AND CAREERS L3		
YEAR 10	TERM 1: STRAND: HEALTH AND WELLBEING LESSON 1: DRUG USE AND RISK LESSON 2: DRUG USE AND MANAGING INFLUENCE LESSON 3: SEEKING SUPPORT FOR DRUG USE LESSON 4: DRUGS AND THEIR EFFECTS	TERM 2: STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: UNHEALTHY RELATIONSHIPS LESSON 2: MANAGING UNWANTED ATTENTION LESSON 3: REDUCING INAPPROPRIATE BEHAVIOURS	TERM 3: STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: THE ROLE OF INTIMACY LESSON 2: THE IMPACT OF PORNOGRAPHY LESSON 3: POWER, PERSUASION AND COERCION
	TERM 4 STRAND: LIVING IN THE WIDER WORLD LESSON 1: ONLINE AND MEDIA LESSON 2: RISKS ONLINE LESSON 3: CYBERBULLING	TERM 5 STRAND: HEALTH AND WELLBEING LESSON 1: MENTAL HEALTH LESSON 2: MENTAL HEALTH AND IMAGE LESSON 3: MENTAL HEALTH BENEFITS	TERM 6 STRAND: HEALTH AND WELLBEING LESSON 1: ILLNESS SIGNS AND SYMPTOMS LESSON 2: ILLNESS AND RISK LESSON 3: PREVENTING ILLNESS
	TERM 1: STRAND: LIVING IN THE WIDER WORLD LESSON 1: WAGES AND PAYSLIPS LESSON 2: MORTGAGES LESSON 3: DEBIT CARDS, CREDIT CARDS AND LOANS LESSON 4: SAVINGS	TERM 2: STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: ABUSIVE RELATIONSHIPS LESSON 2: CONSENT LESSON 3: SHARING SEXUAL IMAGES	TERM 3: STRAND: RELATIONSHIPS AND SEX EDUCATION (RSE) LESSON 1: FERTILITY LESSON 2: ROUTES TO PARENTHOOD LESSON 3: PREGNANCY CHOICES AND OUTCOMES
	TERM 4 STRAND: LIVING IN THE WIDER WORLD	TERM 5 STRAND: HEALTH AND WELLBEING	TERM 6 NO LESSONS DUE TO EXAMS
YEAR 11			

	LESSON 1: FIRST AID LESSON 2: BRITISH VALUES? LESSON 3: USING THE MEDIA	LESSON 1: MENTAL HEALTH AND EXAM STRESS LESSON 2: MENTAL HEALTH AND REVISION	
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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

TOPIC	PUPILS SHOULD KNOW
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
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

TOPIC	PUPILS SHOULD KNOW
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)
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 • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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	

POLICY HISTORY

Policy Date	Summary of change	Contact / Responsibility for Policy	Version/ Implementation Date	Review Date
March 2023	New trust-wide policy to be adapted at local level by schools	R Woodland, Director of Inclusion	TBC	Annual (at school level)