



Wigston Academies Trust

SEX & RELATIONSHIPS EDUCATION (SRE) POLICY: STATUTORY

DATE APPROVED:	6 th December 2021
APPROVED BY:	Board of Trustees
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Signed by Chair of Trustees:

Date: 6th December 2021

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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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

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 Wigston Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with all stakeholders. The consultation and policy development process involved the following steps:

1. Review – a working group used all relevant information including relevant national and local guidance and their expertise
2. Staff consultation – all school staff were given the opportunity to look at the content of the policy and provide feedback
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute
4. Student consultation – students shared their opinions on what they felt was important to be included in the RSE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, 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 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 stakeholders, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health, careers and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the Global Citizenship Curriculum.

Students also receive stand-alone sex education sessions supported 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
- 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 and 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Trustees.

7.2 The headteacher and/or the senior DHT

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

7.3 Tutors, teachers and pastoral team

Tutors, teachers and the pastoral team are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] 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, or relevant member of SLT.

The RSE curriculum is developed by The Assistant Headteacher responsible for PSHCE, with support from the Curriculum Lead for PSHCE and the Head of Science. Heads of Year support the tutors in delivering the programme.

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] 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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9. Training

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

The Assistant Headteacher (responsible for PSHCE) 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Headteacher responsible for PSHCE through:

Learning walks,

Students' development in RSE is monitored by tutors as part of the self assessment systems in place for PSHCE.

This policy will be reviewed by the Assistant Headteacher responsible for PSHCE and the Curriculum Lead for PSHCE. At every review, the policy will be approved by the Headteacher and Governing Body.

Appendix 1: Curriculum map - Relationships and sex education curriculum map (Year 7-11)

DATE (Thurs)	Wk No	Theme	Year 7	Year 8	Year 9	Year 10	Year 11
02.09.21	2	HWB					
09.09.2021	3	HWB					
16.09.2021	4	HWB					
23.09.2021	5	RSE	RSE: Dealing with disappointments - STU	RSE changing me - STU	RSE Healthy & unhealthy relationships - STU	RSE Peer Pressure - STU	RSE Responsibilities & consequences - STU
30.09.2021	6	RSE	RSE: Online e-safety (CCE/CSE) - STU	RSE controlling me - STU	RSE Making sense of relationship - Pronography - STU	RSE Sharing images online & cyber bullying - STU	
07.10.2021	7	RSE	RSE: BMIMW- personal qualities - STU	RSE Expect respect - relationship abuse - STU	RSE Expect respect - relationships - STU	RSE Ending relationships - STU	
14.10.2021	8	16: Black history day				RSE Relationship safety - STU	
18.10.2021			Half Term Break	Half Term Break	Half Term Break	Half Term Break	Half Term Break
28.10.2021	9	WW					
04.11.2021	10	WW					
11.11.2021	11	WW					
18.11.2021	12	WW					
25.11.2021	13	WW					
02.12.2021	14	WW					
09.12.2021	15	10: Human rights day			RSE - Sexual harrassment Jenkins Centre		
16.12.2021	16	WW				RSE - Sexual harrassment Jenkins	
20.12.2021		Christmas break	20th: teacher day	Christmas break	Christmas break	Christmas break	Christmas break
27.12.2021		Christmas break	Christmas break	Christmas break	Christmas break	Christmas break	Christmas break
06.01.2022	17	HWB					
13.01.2022	18	HWB		RSE - Sexual harrassment Jenkins			
20.01.2022	19	HWB	RSE - Sexual harrassment Jenkins				
27.01.2022	20	HWB					RSE - Sexual harrassment Jenkins
03.02.2022	21	RSE	RSE Trustworthy adults (inc online e-safety) - STU	RSE stereo types - STU			
10.02.2022	22	RSE 8: E Safety day	RSE Online / Esaftey - STU	RSE Online / Esaftey - STU	RSE Online / Esaftey - STU	RSE Online data / Esaftey - STU	
14.02.2022		Half Term Break	Half Term Break	Half Term Break	Half Term Break	Half Term Break	Half Term Break
24.02.2022	23	HWB					
03.03.2022	24	HWB					
10.03.2022	25	HWB					
17.03.2022	26	HWB					
24.03.2022	27	WW					
31.03.2022	28						
07.04.2022	29	WW					
11.04.2022		Easter Break	Easter Break	Easter Break	Easter Break	Easter Break	Easter Break
18.04.2022		Easter Break	Easter Break	Easter Break	Easter Break	Easter Break	Easter Break
28.04.2022	30	WW			RSE Marriage options - STU		RSE consent/contraception/STI's revisited - STU
05.05.2022	31	WW			RSE Parenting - STU		RSE Sexual Harrassment & violence - RSE Staying safe online revisited -
12.05.2022	32	WW					
16.05.2022	33	WW					
26.05.2022	34	WW					
30.05.2022		Half Term Break	Half Term Break	Half Term Break	Half Term Break	Half Term Break	Half Term Break
09.06.2022	35				RSE Contraception - STU	RSE Respect & wider society eg LGBTQ+ - STU	
16.06.2022	36				RSE STI's - RBr	RSE Equality rights & laws - STU	
23.06.2022	37						
30.06.2022	38	RSE	RSE Puberty & Menstruation - STU	RSE contraception - STU	RSE Consent - RBr	HWB Pregnancy options - STU	
07.07.2022	39	HWB					

Appendix 1: Curriculum map - Relationships and sex education curriculum map (Year 12-13)

DATE (Thurs)	Wk No	Theme	Year 12	Year 13	Year 13 Employment
26.08.2021	1				
02.09.21	2	HwB			
09.09.2021	3	HwB			
16.09.2021	4	HwB			
23.09.2021	5	RSE			
30.09.2021	6	RSE			
07.10.2021	7	RSE			
14.10.2021	8			RSE - Sexual harrasment Jenkins Centre	RSE - Sexual harrasment Jenkins Centre
18.10.2021			Half Term Break	Half Term Break	Half Term Break
28.10.2021	9	w/w	RSE - Sexual harrasment Jenkins Centre		
04.11.2021	10	w/w			
11.11.2021	11	w/w			
18.11.2021	12	w/w			
25.11.2021	13	w/w			
02.12.2021	14	w/w			
09.12.2021	15				
16.12.2021	16	w/w			
20.12.2021	Christmas break		Christmas break	Christmas break	Christmas break
27.12.2021	Christmas break		Christmas break	Christmas break	Christmas break
06.01.2022	17	HwB			
13.01.2022	18	HwB	RSE Sexual harrasment -STu		
20.01.2022	19	HwB	RSE Coercive control -STu		
27.01.2022	20	HwB			
03.02.2022	21	RSE			
10.02.2022	22				
14.02.2022	Half Term Break		Half Term Break	Half Term Break	Half Term Break
24.02.2022	23	HwB			
03.03.2022	24	HwB			
10.03.2022	25	HwB			
17.03.2022	26	HwB			
24.03.2022	27	w/w			
31.03.2022	28				
07.04.2022	29	w/w			
11.04.2022	Easter Break		Easter Break	Easter Break	Easter Break
18.04.2022	Easter Break		Easter Break	Easter Break	Easter Break
28.04.2022	30	w/w			
05.05.2022	31	w/w			
12.05.2022	32	w/w			
16.05.2022	33	w/w			
26.05.2022	34	w/w			
30.05.2022	Half Term Break		Half Term Break	Half Term Break	Half Term Break
09.06.2022	35				
16.06.2022	36				
23.06.2022	37				
30.06.2022	38	RSE			
07.07.2022	39	HwB			

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS 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	STUDENTS 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	STUDENTS 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 • 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 OR CARERS			
Name of student		Tutor Group	
Name of parent or carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like Wigston Academy to consider			
Parent or Carer signature			
TO BE COMPLETED BY WIGSTON ACADEMY			
Agreed actions from discussion with parents			