Oldbury Wells School
Relationships and Sex Education Policy

FREQUENCY OF REVIEW:	Annually
RATIFICATION DATE:	
RATIFIED BY: **DATE OF NEXT REVIEW:**	OWS Local Governing Body *(unless there is a material change)*
AUTHOR:	Assistant Headteacher, Personal Development

Adopted by the Oldbury Wells School Local Governing Body

Signed .... Chair of Local Governing Body   Dated ....

Signed .... Headteacher   Dated ....

1. Introduction

Oldbury Wells School is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

2. Aims

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. We will build on the foundation of RSE and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Objectives

- Knowledge of personal relationships; risks and responsibilities, forms of contraception and STIs
- Inclusion of moral/family values, religious values, gender roles and stereotyping
- Provision of opportunities for students to examine their own and others' attitudes towards sexual activity and related issues.
- To develop other personal skills: listening, communication, empathy, consideration and self-esteem
- To raise awareness of sources of help and to develop the skills to use them

Moral and values framework:

The RSE programme at Oldbury Wells School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community
- An ability to make informed, wise and thought-out decisions.

Oldbury Wells Whole School Approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a board and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

We believe that pupils should have access to the learning they need to stay safe, healthy and understand their rights as individuals. We provided clear, impartial scientific information on matters such as the changes of puberty, contraception, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage, female genital mutilation (FGM), consent and use of social media etc.

The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with pupils and as appropriate, parents/carers will be involved in accordance with our behaviour management policy.

We recognise that questions, issues and situations related to relationships, identity, risk, values and morals arise all the time as part of everyday school life and in a variety of lessons.

Pupils are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family members and the school pastoral team. The pastoral team can help identify and access external services to support pupils.

Pupils' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts to avoid using slag terms.

3. Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy was developed in response to:

- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- Student voice panels
- National Citizen Service: guidance for schools and colleges

4. Links with Other Policies

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy

- Anti-Bullying Policy
- E-Safety Policy

5. Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

6. Safeguarding

Oldbury Wells recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role that schools have in preventative education. In our school, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

7. Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

8. The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

9. SEND

It is recognised that SEND pupils may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents/ guardians and pupils will be involved and consulted.

10. Organisation

The main delivery of RSE is delivered by discrete PSHE lessons delivered in timetabled lessons with the students form tutor, but some aspects will, in addition be addressed through other subject areas such as Science, PE and Health and Social Care, Philosophy and Religion (PR), Religions Education (RE) and health education as part of PSHE etc. Some issues will also be addressed in assembly.

RSE is delivered as one-hour lesson across the spring term. These are timetabled lessons delivered by the students form tutor. Teaching assistants may help with the delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies.

Guidance is provided on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

11. Monitoring and Assessment

The RSE programme will include a pre and post topic assessment. This enables pupil's knowledge, confidence and ability to access help and support to be identified and measured before and after the programme is delivered. The data can be used to track individual pupil progress and be analysed by gender, cohort, pupil premium, SEND etc.

In addition, liaison with the pastoral team provides information to inform the programme in a flexible and responsive way.

12. Content

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England, the Brook Clinic and CEOP.

The RSE Programme is carefully sequenced to be age appropriate and enable pupils to understand and respect themselves and their bodies as part of healthy lifestyle. There are age-appropriate lessons and resources for each year group and key stage (Appendix 2). The RSE element of the curriculum is taught within the context of PSHE which is also divided into health and wellbeing and living in the wider world.

13. Home/School Partnership

We recognise that parents have an important role in delivering Relationship and Sex Education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Young people are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that pupils can understand and interpret the information they receive.

We provide parents with access to the school's policy, curriculum intent and an overview of our programme along with other useful resources via the schools website. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions. (Appendix 3 sample letter).

14. Right to be Excused from Sex Education

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national Science or health education curriculum. There is no parental right of withdrawal from the Science, relationship or health education curriculum, which includes understanding adolescent body. Parental withdrawal applies up to three terms before a pupil is sixteen, at this point the pupil can decide for themselves.

If a parent wishes to discuss withdrawal, they should discuss this with the Assistant Headteacher in charge of personal development, Mrs April Bishell april.bishell@oldburywells.com . We would encourage parents to discuss any concerns at the earliest opportunity. Mrs April Bishell will discuss the implications and likely consequences of withdrawal for the pupil.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented, and they may be asked to put their request in writing. Resources and information regarding further support and help will be made available.

Role of Headteacher

It is the responsibility of the Head to ensure that:

- Policy and practise are developed in accordance with good practice guidelines and statutory requirements
- The policy is reviewed and monitored and approved by governors
- Staff and parents are informed about policy

Complaints Procedure

Any parents with concerns about this policy should discuss this directly with the Headteacher. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via the school's complaints procedure.

Monitoring and Review

The governing body monitors our Relationship and Sex Education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary.

The governing body gives serious consideration to any comments from parents about the Relationship and Sex Education programme and makes a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the Relationship and Sex Education programme that we teach in our school.

This policy has been reviewed and updated with parents, pupils and staff and approved by the school governors. It will be reviewed every three years.

Appendix 1   DfE Learning outcomes

Appendix 2   Sample letter to parents

Appendix 3   Overview of RSE/PSHE Curriculum Key Stage 3 and Key stage 4

Appendix 1

DfE learning outcomes for by the end of secondary school:

Families	Pupils should know: • 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 protection not available to couples who are cohabiting or who have married in an unregistered religious ceremony • why marriage is an important relationship choice for many couples and why it must be freely entered • 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 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	Pupils should know: • 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 & Media	Pupils should know: • 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	Pupils should know: • 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 & Sexual Relationships including Sexual Health	Pupils should know: • 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 and menopause. • 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 2

Sample letter to parents - send prior to delivery - half term before

Dear Parents and Carers

Relationship and Sex Education (RSE)

From 2020 all secondary schools in England will be required to teach Relationship and Sex Education (RSE) and Health Education. This is in addition to the statutory national Science curriculum.

We are clear that parents are the prime educators for children on these matters and we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding. The lessons are delivered in a way which is consistent with the ethos and culture of the school, our commitment to anti bullying, inclusive practice and whole school approach.

We offer a planned and appropriate scheme of work, devised to meet the Key Stage 4 learning outcomes as specified by the DfE under the headings; families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships including sexual health. Classroom teachers deliver the programme, with support from outside agencies as appropriate and in close liaison with our pastoral team.

There is an opportunity for pupils to work in small groups and exercises are adapted for differing levels of cognitive ability and developmental level. We encourage pupils to ask questions and we respond to their issues, concerns and queries in a straightforward manner, using age-appropriate language and factually correct information.

We are delivering the lessons this half term and wish to invite you to an informal meeting to discuss the programme, see the resources and the policy and ask any questions you may have.

Parents have the right to withdraw their children from the sex education element of the curriculum, but not the relationship, Science or health education curriculum up until three terms before a pupil is sixteen. The DfE have produced a leaflet for parents "understanding relationship and health education in your child's school": secondary available from www.gov.uk.

Our RSE policy is available on the school website and referenced in the school prospectus. It will be reviewed every three years.

If you have any concerns about the programme for your child, we are available to discuss these and the implications of withdrawal with you. We can also highlight resources and books so that you can discuss these important issues with your child.

Appendix 3

Overview of PSHE Oldbury Wells School 2025-2026

Year 7	Year 8	Year 9	Year 10	Year 11
Topic/Lesson plan/Resources	Topic/Lesson plan/Resources	Topic/Lesson plan/Resources	Topic/Lesson plan/Resources	Topic/Lesson plan/Resources
What is diversity?	Challenging gender stereotypes	Recognising and preventing discrimination	Challenging prejudice and discrimination	Understanding pornography
What makes a healthy relationship?	Understanding marriage	Family life: parenthood and caring	Healthy lifestyles: health services, self examination and vaccination	Navigating social influence and pressure
Coping with change: bereavement, divorce and separation	Spotting unhealthy and abusive relationships	Financial choices: budgeting, saving, debt	The impact of relationships	The impact of relationships
October Half Term				
What is mental health?	Mental health: talking about our emotions	Mental health: developing coping strategies	Social influences: young people and gangs	An introduction to body image
Social media and mental health	Self-esteem and confidence	Social influences: tackling peer pressure	Addictive substances: legal and illegal drugs	Recognising strengths in ourselves and others
Growing up: physical and mental changes	Sexuality and gender identity: an introduction	Practising safe sex	Understanding pregnancy: your choices	Understanding consent and intimacy: offline and online
Understanding menstruation	Consent: what is it and why is it essential?	Sex, relationships, and the media	Sexual health: choosing and accessing contraception	Sexual health: preventing and treating STIs
Christmas Holidays				
Recognising and preventing bullying	Overcoming conflict and finding forgiveness	Social influences: young people and gangs	Managing risk: unsafe and emergency situations	Financial choices: managing finances in the world of work

Smoking and vaping: risks and consequences (This has replaced 'Addictive substances: tobacco')	Managing risk: looking after your personal safety	Addictive substances: legal and illegal drugs	Planning and organising: revising effectively	Illegal drugs: risks, consequences, and support
Healthy lifestyles: maintaining a balanced diet	Gambling: the facts	Healthy lifestyles: health services, self examination and vaccination	What is a healthy lifestyle?	Managing our health: services and support
				Substance addiction: how to seek help
February Half Term				
Female genital mutilation (FGM): facts and risks	Addictive substances: alcohol	Healthy lifestyles: achieving balance	Health-related choices: blood, organ and stem cell donation	Reflecting on Mocks
			Reflecting on data capture	Planning revision
Media literacy: staying safe online	Healthy lifestyles: exercising for physical and mental wellbeing	Sex and consent online	Alcohol: risks, consequences, and safety	What are my employability skills?
How to revise 1	Revision strategies 1			
	Revision strategies 2	Revision strategies 1		
Easter Holidays				
	Reflecting on Data Captures			Revision strategies 1
Who am I?	What are my interests?	What are my skills?	Staying safe online: protecting your personal data	Revision strategies 2
Exploring possibilities: dream jobs	Job applications: superhero CVs	What comes after school: the main learning pathways	Reflecting on my career journey: past, present and future	What type of career is best for me?
How to revise 2			Practical session :Planning for Year 10 Exams	
May Half Term				
Reflecting on data captures			Revision strategies 1	

What is a career?	Challenges and rewards of work	Decision making: choosing what to study at KS4	Revision strategies 2
What is an entrepreneur?	Creating the life you want: making a vision board	Taking control of your career journey	What type of career is best for me?
		Revision strategies 2	
What is a work-life balance?	What does success mean to me?	Working and earning: managing your money	Preparing to go on work experience
Careers and the future	Careers and the climate	What is the labour market and why is it important?	Wellbeing in the workplace