



Winterton Community Academy

Relationships & Sex Education (RSE) Policy

(including Health Education)

STATEMENT OF INTENT

Today's 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.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Secretary of State

At Winterton Community Academy, it is our vision to provide the best possible education for all of our students and to remain an exceptional educational establishment locally, nationally and globally. Relationships and Sex Education is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

We understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

This policy is based on the Department for Education's guidance and adopts the DfE definition of relationship and sex education which describes it as:

"Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health".

The programme will be taught objectively and will focus on the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips students with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise

the importance of RSHE in preparing student to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support students through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

The school will fully respect the legal right of parents to withdraw their child from sex education within RSHE (other than sex education in the National Curriculum as part of science).

Aims and objectives

The relationships and sex education programme is an opportunity for students to:

- Develop an understanding of sex, sexuality sexual health and gender identity.
- Develop an understanding of what a healthy relationship looks like and the benefits that this will have to their mental wellbeing.
- Develop a range of appropriate personal skills.
- Develop an ability to recognise abusive relationships and address these within the context of the law.
- Develop a positive view of human sexuality with honest and medically accurate information so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Learn about how to get help and treatment from sources such as the School Health Service and other health and advices services including reliable information online.
- Understand the importance of gender equality and LGBT+ Equality and challenge all forms of discrimination in RSE lessons and in everyday school life.
- Understand how to remain safe when using the internet and social media.
- Provide student voice, so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- The aims will be achieved through developing an understanding in the following areas: a range of values and moral issues including the importance of family life; the biological facts related to human growth and development, including reproduction;
- Different types of relationships, including friendships, working relationships, family relationships, dealing with strangers and intimate relationships;
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent and how to manage conflict, and also how to recognise unhealthy relationships;
- Address grooming, sexual exploitation and domestic abuse, including the emotional damage caused by female genital mutilation.
- How relationships may affect health and wellbeing, including mental health.
- Rules and principles for keeping safe online, including the use of data.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure students are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables students to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving student health, wellbeing, safeguarding and lifelong outcomes.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Behaviour, Rewards and Sanctions Policy
- Special Educational Needs Policy
- Online Safety Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy

ROLES AND RESPONSIBILITIES

The board of trustees is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure

their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSE and PSHE leader is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE and health education.

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a manner that is sensitive, of high quality and appropriate for each year group.

- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and PSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

ORGANISATION

For the purpose of this policy:

- "RSHE" is used to refer to the overall programme of relationships, sex and health education.
- "RSE" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The relationships and sex education programme will be developed in conjunction with the views of teachers, pupils and parents by the Head of Personal Development, in accordance with DfE recommendations. The programme will be designed to reflect the culture of the local community.

We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the programme will be delivered through the Personal Development framework, with statutory elements taught via the science and PSHE curriculum.

The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum compliments and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

RSHE (Personal Development) Subject Overview

RSHE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

- By the end of secondary school, pupils will know:
- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance or 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- About 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 relationships.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online

Being safe

By the end of secondary school, pupils will know:

- About 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 – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical

- world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how
- information is targeted at them and how to be a discerning consumer of information online.
 - How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.

- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

The topics taught at each key stage are broken down as follows:

Key Stage 3

Students in Year 7 shall learn about the following topics:

Self-concept
 Mental health and emotional wellbeing
 Healthy lifestyles
 Drugs, alcohol and tobacco
 Managing risk and personal safety
 Puberty and sexual health
 Positive relationships
 Relationship values
 Forming and maintaining respectful relationships
 Consent
 Contraception and parenthood
 Bullying, abuse and discrimination
 Social influences
 Learning skills
 Choices and pathways
 Work and career
 Employment rights and responsibilities
 Financial choices
 Media literacy and digital resilience

Students in Year 8 shall learn about the following topics:

Self-concept
 Mental health and emotional wellbeing
 Healthy lifestyles
 Drugs, alcohol and tobacco
 Managing risk and personal safety
 Puberty and sexual health
 Positive relationships
 Relationship values
 Forming and maintaining respectful relationships
 Consent
 Contraception and parenthood
 Bullying, abuse and discrimination
 Social influences
 Learning skills
 Choices and pathways

Work and career
Employment rights and responsibilities
Financial choices
Media literacy and digital resilience

Students in Year 9 shall learn about the following topics:

Self-concept
Mental health and emotional wellbeing
Healthy lifestyles
Drugs, alcohol and tobacco
Managing risk and personal safety
Puberty and sexual health
Positive relationships
Relationship values
Forming and maintaining respectful relationships
Consent
Contraception and parenthood
Bullying, abuse and discrimination
Social influences
Learning skills
Choices and pathways
Work and career
Employment rights and responsibilities
Financial choices
Media literacy and digital resilience

Throughout KS3, students will learn about puberty – physical and emotional body changes, managing the changes, exploring why people might want a baby, body image, HIV and AIDS, sexually transmitted infections, contraception, arguments for delaying sexual activity, the reasons for having protected sex, consequences of unhealthy choices, where to access help and support.

Key Stage 4

Students will learn social and emotional aspects of relationships including qualities of a good relationship and pressure, assertive behaviour, stereotyping, the law with regards to sexual behaviours, risk taking and consequences, contraception and where to access help and support. External experts may be invited to assist from time to time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

Students in Year 10 will learn about the following subjects:

Mental health and emotional wellbeing
Health-related decisions
Drugs, alcohol and tobacco
Managing risk and personal safety
Sexual health and fertility
Positive relationships
Relationship values
Forming and maintaining respectful relationships
Consent
Contraception and parenthood

Bullying, abuse and discrimination
Social influences
Learning skills
Choices and pathways
Work and career
Employment rights and responsibilities
Financial choices
Media literacy and digital resilience

Students in Year 11 will learn about the following subjects:

Mental health and emotional wellbeing
Health-related decisions
Drugs, alcohol and tobacco
Managing risk and personal safety
Sexual health and fertility
Positive relationships
Relationship values
Forming and maintaining respectful relationships
Consent
Contraception and parenthood
Bullying, abuse and discrimination
Social influences
Learning skills
Choices and pathways
Work and career
Employment rights and responsibilities
Financial choices
Media literacy and digital resilience

TRAINING OF STAFF

- All staff members at the academy will undergo training on an annual basis to ensure they are up-to-date with the KSIE document and sex and relationship education programme.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

ASSESSMENT

- Winterton Community Academy has the same high expectations of the quality of students' work in RSHE as for other curriculum areas. Our strong curriculum will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.
- Students learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching
- strategies and resources remain relevant and effective. Assessment activities will include self-assessment tasks that will confirm students' understanding of the topics.
- Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Assessments are used to identify where students need extra support or intervention.

The quality of RSHE teaching and learning will be monitored through book checks, termly meetings, informal drop-ins.

DELIVERY OF THE PROGRAMME

Through effective organisation and delivery of the RSHE, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

- Throughout every year group, age appropriate and relevant diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.

- Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the academy's E-safety Policy, and Acceptable Terms of Use Agreement.
- Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- The programme will be designed as to focus equally on male, female, transgender and non-binary gender students and activities will be planned to ensure all are actively involved, matching their different learning styles.
- The programme will be designed to promote self-esteem within pupils and encourage each to take responsibility for their own actions.
- Teachers will focus heavily on the importance of healthy relationships and the nature of marriage, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- The academy understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all students.
- Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND.
- Teachers should ensure that the needs of all pupils, including those in the LGBTQ+ community, are appropriately met, and that all students understand the importance of equality and respect.
- Students who are vulnerable to abuse will be given help to develop skills to reduce this risk.
- At all points of delivery of this programme, parents/carers will be informed and their views will be valued.

WORKING WITH PARENTS

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.
- The academy understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- The academy will ensure that no teacher express their personal views or beliefs when delivering the programme.
- Parents/carers will be informed about the content of the sex education programme through letters.

WITHDRAWAL FROM LESSONS

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Headteacher. Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the Headteacher will take the pupils' specific needs into account when making their decision.

EQUAL OPPORTUNITIES

Winterton Community Academy abides by all equality legislation and fully respects the rights of all pupils and staff members, regardless of any protected characteristic that they may have. We will therefore endeavour to approach the relationships and sex education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which could cause offence.

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated.

SAFEGUARDING AND CONFIDENTIALITY

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Teachers will understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

BULLYING

Staff should refer to the school's anti-bullying section of the Behaviour, Rewards and Sanctions Policy where a child is bullied as a result of the relationships and sex education programme.