



## Windsor High School and Sixth Form

<b>Relationship and Sex Education Policy</b>	
<b>Responsible Committee:</b>	Windsor Local Advisory Board
<b>Policy Co-ordinating Officer:</b>	Deputy Headteacher – Student Services
<b>Date revised by Windsor Local Advisory Board:</b>	October 2021
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## Introduction

This policy outlines for all stakeholders the key elements of Relationships and Sex Education (RSE) delivery at Windsor High School and Sixth Form. All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationships education
- Describe how relationships and sex education is provided and who is responsible for providing it
- Explain how relationship and sex education is monitored and evaluated
- Include information about parents' rights to withdrawal
- Be reviewed annually

## 1. Aims and objectives

1.1 The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

1.2 The Windsor High School and Sixth Form RSE policy therefore has the following aims:

- To provide the knowledge and information to which all students are entitled
- To raise students' self-esteem and confidence, especially in their relationship with others
- To help students develop skills (language, decision making, choice assertiveness) and make the most of their abilities
- To develop students' skills for a healthier and safer lifestyle
- To develop students' communication skills and assertiveness skills to cope with the influences of their peers and the media
- To ensure students know how to keep themselves safe when using social media

- To provide a description of how RSE is delivered, monitored and evaluated in school
- To help students learn to respect and care for their bodies
- To prepare students for puberty and adulthood
- To help students learn how to gain access to information and support

1.3 At the end of Key Stages 3, 4 and 5 students will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships

## **2. Statutory requirements**

Revised Department for Education statutory guidance 'Relationships education, Relationships and sex education (RSE) and health education' February 2019, replaces 'Sex and Relationships guidance', 2000.

Relationship and sex education and Health education are now compulsory. This guidance applies to all schools providing secondary education. The statutory guidance specifies what students should know by the end of secondary school:

Relationships and sex education: Families, Respectful relationships and friendships, Online and media, Being safe, Intimate and sexual relationships including sexual health

Physical health and mental wellbeing: Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid and Changing adolescent body.

## **3. Policy development and review**

3.1 This policy was drafted by the Deputy Head Student Services and PSHCE curriculum leader using national guidance. Parents/carers are able to view the policy via the school website. The policy was then disseminated to all staff so that they were able to provide feedback.

3.2 The RSE policy for staff will be monitored and reviewed annually by key senior staff. Any review of the policy will take into consideration the needs of students and national advice and guidance.

3.3 All children are entitled to good quality RSE that meets their needs. Windsor High School and Sixth Form will involve its students from Years 7-13 in having a say in developing RSE practice. RSE will be audited and reviewed regularly to ensure that it meets the needs of the students.

## **4. Defining Relationships and Sex Education**

4.1 Relationships and sex education (RSE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexuality, sexual intimacy, dealing with emotions and managing personal relationships. RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the

needs they have, and enables them to successfully manage the challenges they face as they grow up.

4.2 RSE teaches children to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices and understand the importance of caring and loving relationships. As such it has a significant role to play in a child's social, moral, spiritual and cultural development.

4.3 RSE makes an essential and significant contribution to safeguarding children during their school-age years and into the future. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enable them to take increasing responsibility for their own health and wellbeing and that of others.

4.4 "Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. School provides a setting in which young people can be offered appropriate RSE. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and by helping them to understand themselves, respect others and form and sustain healthy relationships". RSE is not about the promotion of sexual activity.

## **5. . Delivery of RSE**

5.1 The delivery of relationships and sex education is factual, sensitive and balanced, not judgemental. RSE encourages in students a heightened awareness of the significance of family life, marriage and stable and loving relationships. The personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education.

5.2 All those who teach aspects of RSE within Windsor High School and Sixth Form are expected to be guided by following the values framework. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

5.3 The organisation and delivery of Personal, Social, Health, Citizenship and Economic education, (PSHCE) including relationships and sex education is via the tutor time and co-ordinated sessions throughout the school year and is co-ordinated by the PSHCE Curriculum Leader and overseen by the Deputy Headteacher Student Services.

The key curriculum aspects of RSE are co-ordinated by the Heads of Science and Religious Education, although other moral aspects of RSE may be discussed as issues in a number of other curriculum areas.

5.4 Resources for all lessons, activities and events are developed and/or sourced from specialist organisations such as the PSHE education, Brook, Dudley Healthy schools, Loudmouth, Home office, NSPCC etc. and checked for suitability before use. All resources are evaluated after use by staff and students.

5.5 Specialist staff are utilised from external agencies to support the delivery of the programme alongside school staff.

5.6 Students are taught in appropriate groups and may be taught in mixed or single gender groups depending upon the nature and sensitivity of the topic. Support for individual students and groups, information and signposting advice can be offered by Form Tutors, Heads of House, Pastoral Managers and by the school nurse.

5.7 Visitors to Windsor High School and Sixth Form, such as health professionals and members of voluntary organisations, may be invited to contribute to RSE sessions. They will be given a copy of this policy and will be expected to work within the values framework described within. A teacher will always be present during the session. Prior to agencies attending the school, key members of staff must ensure that:

- Appropriate checks have been made
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced
- School/Class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed.

5.8 The school will inform parents/carers when aspects of the RSE programme are taught. Parents are informed of their legal right to withdraw their child if they so wish. Students cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum Science orders. Any complaints about the delivery of RSE should be addressed to the Deputy Head Student Services.

## **6. Roles and responsibilities**

6.1 The Local Advisory Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory/non science components of sex education (see section 7).

### **6.3** 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/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 PSHCE curriculum leader or deputy head student services.

### **6.4** Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory/non-science components of Sex education up to and until 3 terms before their child turns 16. Requests for withdrawal should be put in writing 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. Alternative work will be given to pupils who are withdrawn from RSE.

## **8. Equal Opportunities**

8.1 All students are entitled to receive relationship and education regardless of ability, gender, race, religious belief or grouping. Through relationship and sex education we seek to develop a positive view of female and male sexuality.

8.2 We ensure RSE is inclusive and meets the needs of all our students including those with special education needs and disabilities (SEND) by providing specialist support and follow up conversation where necessary.

8.2 It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

8.3 Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

## **9. Safeguarding/Confidentiality**

9.1 Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. If this happens staff should follow the guidance in the Windsor High School and Sixth Form Safeguarding and

Child Protection policy. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

9.2 The School Nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is a serious risk of harm would the health professional follow LA child protection procedures and breach the young person's confidentiality. When the school nurse sees students on a one to one basis he/she will follow these professional guidelines. In PSHCE sessions, however, he/she must follow the same guidelines as teachers.

9.3 RSE lessons will inform students of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside of school. Knowledge of sources of local help and support should prevent the need for students to seek help from a teacher for their personal and health needs.

9.4 There may be occasions when a teacher learns that a student under 16 is having or contemplating sexual intercourse. In this case the teacher should:

- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this
- Encourage the student to talk to a parent/carer
- Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the student is under thirteen years of age, there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the DSL for Child Protection.

## **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 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.

## **11. Additional information**

### **11.1 Female genital mutilation**

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." World Health Organisation, 2007.

The Government advises that FGM is considered child abuse in the UK and is a serious violation of the human rights of girls and women. The Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.

The action we take to protect and prevent girls from being forced to undertake FGM are:

- A robust attendance policy that does not authorise holidays in school time, extended or otherwise
- FGM training for designated safeguarding staff
- Comprehensive Sex and Relationship education delivered to students to include a discussion about FGM.

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday
- A girl spending long periods of time away from the class during the school day.
- Indications that a child is at risk of FGM
- The family comes from a community that is known to practise FGM
- In conversation a girl may talk about FGM
- A girl may express anxiety about a special ceremony
- A girl may have anxieties about forthcoming holidays to her country of origin
- The parent/guardian requests permission for authorised absences for overseas travel
- It is known that an older sibling, extended family member has already undergone FGM.

## 11.2 Child Sexual Exploitation (CSE)

Hidden from view and going unnoticed, vulnerable young girls and boys are groomed and then abused, leaving them traumatised and scarred for life. (Barnardo's 2012). Child sexual exploitation victims are extremely vulnerable and often have no understanding that they were being sexually exploited, trafficked and prostituted. In many cases they regard their main abuser as their boyfriend.

Children and young people do not become involved voluntarily; they are forced or tempted into the situation by abusive adults or peers who present themselves as their 'friend' or 'boyfriend'. They find it very hard to understand or accept that they are being abused through sexual exploitation, and this increases their risk of being exposed to violent assault and life threatening events by those who abuse them.

CSE through prostitution is a form of abuse by which a child or young person is coerced or manipulated to engage in sexual activities either in return for something or for the profit of others. This is seriously harmful to children both emotionally and physically.

Sexual exploitation deprives children and young people of their childhood, self-esteem and life chances often through missing education and training. Their emotional and physical well-being is compromised and their experiences can result in self destructive behaviours such as eating disorders, self-mutilation and crime.

Any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. This includes boys and young men as well as girls and young women. However, some groups of young people are particularly vulnerable. These include:

- Missing or runaway or homeless children
- Children in care

- Children with prior experience of sexual, physical or emotional abuse or neglect
- Adolescents or pre-adolescent girls (boys are also at risk but current research suggests most victims are girls. Boys are considered less likely to disclose which may explain the gender imbalance and may also make boys more vulnerable)
- Children not in education through exclusion or children persistently absent from school
- Children from black and minority ethnic communities
- Children from migrant communities
- Refugee children and unaccompanied asylum seeking children
- Trafficked children
- Children with mental health conditions
- Children from households where domestic violence and abuse has been a feature
- Children who use drugs and alcohol
- Children with learning difficulties and disabilities
- Children involved with gangs or living in communities where gangs are prevalent
- Children from families or communities with offending behaviours
- Children living in poverty or deprivation
- Family breakdown / disrupted family life / problematic parenting
- Children of parents with a high level of vulnerabilities (e.g. drug and/or alcohol abuse, mental illness, learning disability, their own history of an abusive childhood).

The grooming techniques used to gain the child's attention, admiration and affection often taps into insecurities or a desire for acceptance and status by the young person:

- Being liked by someone older
- Being liked/fancied enough that a stranger asks for their mobile number
- Meeting someone who thinks they are special on the internet
- Receiving alcohol, drugs, money or gifts
- Getting a buzz and the excitement of risk taking/forbidden behaviour
- Being offered somewhere to stay where there are no rules/boundaries
- Being taken along to adult entertainment venues, red light or gay cruising areas (public sex environments)
- Being given lifts, taken to new places, and having adventures with a casual acquaintance.

The following indicators should be used as a guide in the identification and evaluation of risk:

- Going missing
- Disengagement from education
- Drug and/or alcohol dependency
- Physical symptoms e.g. sexually transmitted infections, miscarriage, abortion, bruising or marks indicating physical or sexual assault
- Associating with older men or other 'risky' adults
- Accounts of social activities with no plausible explanation of the source of the money to fund these activities
- New possessions, acquisition of money, expensive clothes, drugs or other possessions without plausible explanation about their source
- Being alienated from family or community

- Being in care and having placement breakdown
- Associating with other young people who are known to be victims of exploitation
- Some kinds of offending behaviour

Everyone at Windsor High School and Sixth Form must be aware of what child sexual exploitation is, which children are most likely to be at risk and what the potential indicators of child sexual exploitation are. The academy's child protection policy must be followed at all times.

11.3 This policy must be read in conjunction with the academy's Safeguarding and Child Protection policy and E-safety policy.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by the PSHCE curriculum leader, heads of house and members of the leadership team through learning walks and consultation with staff and students.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHCE curriculum leader and deputy head of student services annually. At every review, the policy will be approved by the Local Advisory Board.

**Policy Co-ordinating officer: Deputy Headteacher – Student Services**

**Date of last review: October 2021**

Appendix:  
Curriculum Plan for 2021/2021

## Overview of Relationships and Sex Education 2021-2022

MENTAL HEALTH	HEALTH	ONLINE	RESPECT	RELATIONSHIPS	REAL WORLD
What is mental health all about	Nutrition	Introduction to online safety	Settling in and transition	Introduction to consent/ peer pressure	Identity, character, diversity, equality
How to talk about feelings/ emotions	Smoking, vaping	Social media dangers	Antibullying	What is attraction, sexual attraction and love	Settling in, transition
Ways to improve mental health	Alcohol	Media and body image	Friendships	Is it normal to be attracted to other genders	Careers introduction
Community participation	Personal hygiene		Introduction to LGBT terminology	Safe friendships and relationships	Enterprise
	Puberty/changing bodies		Aspire, the Windsor way and character	Marriage, civil partnerships, cohabitation	Personal safety
	First aid				Finance
	Immunisations				
	Introduction to cancer				
Mental health conditions	Drugs: the law, addiction	Online safety	LGBT issues around the world	Consent and the law	Finance
Self esteem	County lines	Digital footprint	How do I cope with changing friendships	Relationships-how they change in adolescence	Issues around the murder of Stephen Lawrence
Improving mental health	Circumcision/ FGM	Online world v the real world	Break down of family and friendships	Introduction to contraception	(Racism, knife crime, media, justice, resilience)
	Personal safety and first aid	Sharing images and the law	Relationship choices	Social media and negative impacts on relationships	
	Dental health		Social media and friendships	Sexual harassment	
	Changing bodies, sexual awareness		Sharing images and the law		
Self harm	Drugs: the law and their effects	Social media and sexting	Transgender issues	Consent, saying no	Career options
Mental health and mates	Importance of staying active	Grooming online	CSE	Sexting	Options fayre
Body image and media	Sleep, screen time and online gambling	Risks of online gambling	Forced marriage	Contraception, including where to get advice	Money matters
	Organ donation, HIV and AIDS		FGM	Sexual health, STIs, HIV, AIDS	Gender stereotypes in the work place
	Cancer awareness		Tolerance	Qualities in relationships	
	Nutrition and energy drinks			Same sex relationships	
Coping with GCSEs	Influence of alcohol/drugs on choices	Sexting	Bullying	Consent, partner abuse	Interviews
Coping with strong emotions	Female cancer awareness	Online pornography	Hate crime	Contraception, pregnancy and parenting	Personal statements
Recognising influences on health/behaviour	Male cancer awareness		Gender prejudice	Where to get support for miscarriage	Finance
Eating disorders	Tattoos and piercings			STIs, tests and support	Goals/Aims yr 10
	Dangers of prescribed drugs			Female/male expectations in relationships	
	Drugs and county lines			The influence and dangers of Pornography	
Stress busting	Risky behaviours	Online safety in the workplace	Challenging bullying and prejudice	Pregnancy choices	Personal statements
Managing anxiety		Online safety: banking, passwords		Sexual health	Applications
Recognising conditions					University finance
Where to get help					