



Woodview School

Relationships and Sex Education (RSE) Local Procedure

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1. Rationale

Relationship, Sex and Health Education (RSE) provides students with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore an essential tool to safeguard children.

RSE contributes to the foundation of PSHE and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Ofsted (2014) states that in an Outstanding School “Students, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”.

In judging overall effectiveness, Ofsted will also require evidence of student’s social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

2. Moral and Values Framework

The RSE Policy is written to be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community.

3. Statutory Requirement

We must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

4. Policy Development

The RSE policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited

to view the policy and to feed back.

4. Student consultation – we shared and discussed the policy with Student Voice, taking on board their feedback.
5. Ratification – having shared with parents/carers, students and other stakeholders and regional director

In conjunction with the PSHE Association, Government guidelines and through an extensive consultation process, we have formulated an age appropriate, and extensive RSE policy that suits the needs of our students.

There is ongoing consultation with students, staff, the Safeguarding and SEND team, as well as parents/carers to ensure a structured, yet fluid system that meets the everchanging needs of our students.

Consultation will continue through surveys throughout the academic year, as well as student voice meetings and termly meetings with the safeguarding team.

5. Definition

RSE is an integral part of our PSHE policy, and delivered in a concise way through tutor time activities, the Assembly Programme and PSHE lessons. It takes account of the issues impacting the wider community, and allows students to develop as responsible citizens, who not only respect themselves but others also.

- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity

6. Aims and Objectives

The aims of RSE at Woodview are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

As a result of effective delivery of the RSE curriculum, it is expected that students will:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Understand the consequences of their actions and behave responsibly within sexual and personal relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively.

- Be aware of their sexuality and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender).
- Understand the arguments for delaying sexual activity and the reasons for having protected sex.
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting, online grooming and pornography.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary, treatment.
- Know how the law applies to sexual relationships.
- Understand what consent means and factors that influence one's ability to consent.

7. Roles and Responsibilities

Responsibility for the effective delivery of RSE lies with all stakeholders, whose responsibility is listed below:

Role	Information
Regional Director	The Local School Board will approve the RSE policy and hold the Headteacher to account for its implementation.
The Headteacher	The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).
Personal Development Lead	Head of School /Personal Development Lead will ensure that the vision for RSE is strategically planned for and that accountability and quality assurance methods are structured and adhered to.
Personal Development Team	The PD Team work with the PD Lead to design and devise the RSE curriculum across the whole school, including the development of resources and materials. They will also deliver training and support for staff.
Designated Safeguarding Lead	The Designated Safeguarding Lead and the PD Lead will work with the PD team to ensure that they are aware of the specific safeguarding requirements of our school. This ensures that the RSE curriculum is carefully aligned with the needs and requirements of the students in our school
Phase Leads	Phase Leads will work with the PD team to ensure that the RSE curriculum for their specific year group is appropriate and best suited to student needs. The HoY will in turn, work with form tutors to ensure that this curriculum is delivered to the very best quality.
Teaching staff	<p>All teaching staff and tutors are responsible for teaching the new statutory provision and the elements of RSE through their teaching and tutor time curriculum. Staff are required to:</p> <ul style="list-style-type: none"> • Deliver RSE in a sensitive way. • Model positive attitudes to RSE. • Monitor progress. • Respond to the needs of individual pupils. • Respond appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE. <p>Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.</p>

Students	Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. The PD team and HoY will work with student focus groups to establish the areas of PD provision students themselves feel need addressing.
Parents / Carers	Parents and carers are consulted regarding our PSHE curriculum and there is clear communication of the RSE and PSHE curriculum and the right to withdrawn from the non-statutory/non-science components of RSE.

8. Equal Opportunities Statement

The school is committed to the provision of RSE to all students and takes into account the individual and differing needs of students. Our programme aims to respond to the diversity of cultures, faiths and family backgrounds. All staff are expected to give every student the chance to experience, participate in and achieve the very best understanding of RSE.

Woodview School believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through lesson observations and staff/student conversation to ensure that no student is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

9. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS). RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The RSE Curriculum at Woodview School is explicit, comprehensive and coherent and ensures that the statutory elements of relationship and sex education (RSE) are fully met”.

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science.

10. Who Delivers RSE?

RSE is delivered by all teaching staff. Outside visitors are used to deliver sessions and educate students on the most sensitive areas of the sex education curriculum including dangers of pornography, contraception, STIs and pregnancy choices.

Where an outside visitor cannot be obtained, science staff, phase leads, safeguarding team or those with appropriate training help to plan and deliver the materials.

11. Teaching Staff

Teaching staff and tutors receive regular training to ensure that they are confident in facilitating all aspects of RSE, and that they can incorporate much of the health and relationships frameworks into their subject planning and be mindful of equality and inclusion when doing so.

Each subject has identified areas of the Fundamental British Values, as well as Social, Moral, Spiritual and Cultural education links that arise within their subject, and they teach this as part of their curriculum teaching so that students understand the wider social implication of the subjects they study. RSE should be seen, not as a stand-alone subject, but one which permeates the whole school culture.

Teachers play a very important role in the delivery of RSE. The RSE curriculum is primarily delivered through PSHE lessons.

12. External Visitors Delivering RSE:

- Visitors are invited to deliver specific aspects of RSE due to their expertise, knowledge and training in particular areas.
- All visitors are familiar with and understand the school's RSE policy and work within it.
- All visitors are familiar with and understand the school's confidentiality policy and work within it.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

All visitors are required to hold DBS certification and to share this with HR prior to visiting the school, therefore ensuring the required safety checks are upheld

13. Resources

Material used within the RSE curriculum reflects the consultation with parents/carers and the school health adviser. Age and cultural background of students is taken into consideration in relation to images used. The range of material used is available to parents/carers and informative books are available upon request.

14. Assessment and Monitoring

The delivery of RSE is monitored by the Personal Development Lead through:

- Lesson Visits and Learning Walks.
- Work Scrutiny.
- Planning and Review Meetings.
- Surveys: Student, Staff and Parent.
- Student Voice and Student Conversations.
- External and Internal Reviews.

Students' development in RSE is monitored by class teachers, tutors and Heads of Year as part of our internal assessment systems.

Assessment of RSE is used to determine:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by students.

15. Confidentiality and Safeguarding

All students are expected to abide by the key fundamentals of participation in RSE. These fundamentals are shared with all students and include:

- Openness.
- Non-judgemental approach.
- Right to pass.
- Make no assumption.
- Listen to others.
- Use of language.
- Ask questions.
- Seek help and advice.

Learners are made aware that personal stories and names should not be used or inferred and that directing personal questions at staff or other students will not be tolerated.

Parents/carers are made aware of the topics to be studied and warned about potential triggering subjects, this allows time for parents/carers to consult with the school, to ensure they are at ease with the content, or for the school to make alternative provisions in extreme cases.

All staff are reminded to follow safeguarding procedures if any should arise during the sessions.

Support services are signposted to students as well as public areas within the school.

Although the legal age of consent is 16 years old, there are young people who are sexually active under the age of 16. If a member of staff becomes aware that a student under the age of 16 is sexually active, they should use the normal safeguarding procedures in line with the school's guidelines and protocols.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy. All staff are required to have read DfE's 2014 document on 'Keeping children safe in education'- statutory guidance for schools and colleges

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

Staff are advised to read HM Government's document 'What to do if you're worried a child is being abused':

<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfES-IFChildAbuse.pdf>

16. Partnership with Parents/Carers

The school views parents/carers as partners in the delivery of RSE. Parents/carers will be informed about the RSE programme that their child be taking part in at the start of the term. The school will liaise with parents/carers through:

- School website.
- Newsletters.
- Letters.

The school encourages parents/carers to voice any concerns about RSE with their daughter's/son's teacher and Phase Lead. Matters will be followed up by the most appropriate member of staff, in the most appropriate manner i.e. email, phone conversation, meeting.

Parents/carers wishing for further support with talking to their daughter/son about RSE issues can contact the school. The personal development area of the parent portal offers a wide selection of informative materials offering guidance, advice and support.

17. Parents/Carers Right to Withdraw

Parents/Carers' have the right to withdraw their daughter/son from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be **put in writing**.

A copy of withdrawal requests will be placed in the student's educational record. The matter will be discussed with the Headteacher and/or the Personal Development Lead will contact the parent to discuss the request and take appropriate action.

In the event of a student being withdrawn from a lesson, that student must stay in school and will be supported to work in a suitable area of the school. Alternative work will be given to pupils who are withdrawn from sex education.

18. Policy Review

This policy will be reviewed annually by the Headteacher. At every review, the policy will be approved by the Regional Director.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
27.9.24	Andrew Crush	Updated to 2024-25