



# **RELATIONSHIPS AND SEX EDUCATION POLICY**

**Dormers Wells High School**

**Maths, Computing and Applied  
Learning Specialist College  
& Leading Edge School**

Ratified by Governors	February 2024
Review Date	November 2023
SLT Responsible	Mrs A Bhagat

## Relationships and Sex Education Policy

### Introduction

**Relationship and Sex Education (RSE)** is part of a lifelong learning about physical, moral and emotional development. At Dormers Wells High School RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), sexuality and consent.

Appropriate relationships and effective sex education is essential if young people are to make responsible and well-informed decisions about their lives. RSE at Dormers Wells High School is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner, set in the context of the family, friends and wider society issues and the responsibilities that arise from within these relationships. RSE at Dormers Wells High will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, moral and religious dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support, and treatment if necessary.
- Know how the law applies to sexual relationships.

### Principles and Values

Dormers Wells High School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge, and openness. RSE should acknowledge that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised.
- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up.
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

**RSE in this school has three main components:**

### Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.

- Learning the value of family life, stable and loving relationships and marriage.
- Learning about the nurture of children.
- Learning the value of respect, love, and care.
- Exploring, considering, and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.
- Challenging myths, misconceptions, and false assumptions about normal behaviour.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

### **Organisation and Content of RSE**

Dormers Wells High School delivers RSE through its CPSHE Programme, RE, Computer Science and Science lessons at KS3 and KS4.

Much of the RSE at Dormers Wells High School takes place within CPSHE lessons. CPSHE is taught by a team of teachers with support from professionals where appropriate.

RSE lessons are set within the wider context of the CPSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Science lessons are more concerned with the physical aspects of development and reproduction.

RE lessons focus on the social aspect of RSE including, for example, the role and function of marriage within different religious groups. Matters such as child-rearing and sexuality are considered as well.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we should aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Students have the opportunity to ask questions anonymously.

Specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include health professionals and theatre groups.

Assessment, where appropriate, is carried out in accordance with standard school policies and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills and attitudes.

### **Curriculum**

The curriculum is set out as per Appendix one but we may need to adapt it as and when necessary. We have developed the curriculum taking into account the age, needs and feelings of students.

## **Inclusion**

### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum.

### Students with Special Needs

We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSE is relevant to them.

## **Right of Withdrawal of Students from Sex Education**

**Parents do not** have the right to withdraw their child from the sex element of the National Science Curriculum. This is the biological aspects of human growth and reproduction. Information on relationships, skills development and values clarification are taught within CPSHE.

Parents do have the right to withdraw their child from sex education provided within CPSHE. Students are given the opportunity to take a letter to parents asking if they would like to withdraw their child from sex education. Requests for withdrawal should be put in writing using the form found in Appendix two of this policy and addressed to the Curriculum Leader for CPSHE. Parents will be invited into school to discuss their concerns regarding the programme with the Curriculum Leader.

## **Parental/Carer and student consultation**

Parents are kept up to date on the content of the curriculum through:

- Focus evenings
- Curriculum content on school website
- Letter are given to parents/carers of year 8 students and to students in Year 11 prior to the delivery of a sex education lesson. They are informed of their right to withdraw

## **Confidentiality, Controversial and Sensitive Issues**

For guidance on the teaching of controversial and sensitive issues, please refer to the section headed Organisation and Content of RSE elsewhere in this document.

## **Monitoring & Evaluation of RSE**

The Curriculum Leader of CPSHE will monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance to make relationships education (RSE) statutory through the Children and Social Work Bill from 2018. The programme is reviewed on an annual basis. Lessons are observed by the leadership team as well as the CPSHE Leader and students may be consulted on the delivery and effectiveness of the lessons.

All teachers of CPSHE need as much support and training as possible. Training needs to take into account individual as well as whole school needs. CPSHE covers a wide variety of issues, many of them sensitive and challenging. It is vital that all deliverers are given adequate support in order to address such issues. It is also important that the CPSHE coordinator be kept abreast of current issues and developments in CPSHE, particularly in relation to legal requirements.

## **Other relevant policies and procedures**

- Equality Policy
- CPSHE Policy

- Child Protection and Safeguarding Policy

### Reference

- [http://www.nspcc.org.uk/Inform/research/questions/gillick\\_wda61289.html](http://www.nspcc.org.uk/Inform/research/questions/gillick_wda61289.html)
- <https://www.pshe-association.org.uk/content.aspx?CategoryID=1182&ArticleID=1127>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>
- [https://consult.education.gov.uk/life-skills/pshe-rse-call-for-evidence/supporting\\_documents/Sex%20and%20Relationships%20Education%20%20A%20call%20for%20evidence.pdf](https://consult.education.gov.uk/life-skills/pshe-rse-call-for-evidence/supporting_documents/Sex%20and%20Relationships%20Education%20%20A%20call%20for%20evidence.pdf)

### Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Chair of Governors: Tan Afzal**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Headteacher: Róisín Walsh**

## Appendix 1

### RSE Curriculum Mapping September 2023

<b>Year Group</b>	<b>Subject</b>	<b>Topic details</b>
Year 7 Spring Term	CPSHE	<b>Media ready</b> <ul style="list-style-type: none"> <li>• Knife crime</li> <li>• Different kinds of Media</li> <li>• Effects of Media</li> <li>• Personal safety</li> <li>• Life on the Web</li> <li>• Fantasy vs. Reality in Adverts</li> <li>• Social Media Statistics</li> <li>• Creating your identity map</li> </ul>
Year 7 Spring Term	Science	<b>Reproduction</b> <ul style="list-style-type: none"> <li>• Reproductive systems and gametes</li> <li>• Menstrual cycle</li> <li>• Fertilisation</li> <li>• Types of reproduction</li> <li>• Pregnancy</li> <li>• Labour and birth</li> <li>• Fertility and infertility</li> </ul>
Year 7 Spring Term	Computer Science	<b>E-Safety</b> <ul style="list-style-type: none"> <li>• Assessing online information to spot whether opinions, bias and fraudulent information is being used to pursue a hidden agenda</li> <li>• Rules for keeping social media profiles safe</li> <li>• Online Grooming</li> <li>• Spotting grooming</li> <li>• What to do if you experience unwanted online harassment</li> </ul>
Year 7 Summer Term	CPSHE	<b>Mindfulness Programme</b> <ul style="list-style-type: none"> <li>• Breathing training</li> <li>• Miraculous minds</li> <li>• Science of happiness</li> <li>• Your superb mind</li> </ul> <b>Health Education</b> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Changing bodies</li> </ul>
Year 8 Spring Term	CPSHE	<b>Media Influences</b> <ul style="list-style-type: none"> <li>• Children and Smart Phones</li> <li>• Advertising</li> <li>• Young consumers and food</li> <li>• Deconstruct the Language of Persuasion</li> <li>• Body image</li> <li>• Gender constructs in the media</li> </ul>
Year 8 Summer Term	CPSHE	<b>WATCH OVER ME - Gangs</b> <ul style="list-style-type: none"> <li>• Personal safety and Power</li> <li>• Stereotyping</li> </ul>

		<ul style="list-style-type: none"> <li>• Domestic Violence</li> <li>• Knife crime</li> <li>• Identify issues affecting today's teenagers.</li> <li>• Coping with emergencies.</li> <li>• Prisoners with whole-life orders.</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>• Aspects of family</li> <li>• Consent (including online)</li> <li>• Teenage Abuse</li> <li>• Poor relationships</li> <li>• Up skirting</li> <li>• Gender stereotyping</li> <li>• Female genital mutilation</li> <li>• Menopausal woman's health</li> <li>• What is Sex?*</li> </ul>
<b>Year 8 Summer Term</b>	<b>Computer Science</b>	<p><b>E- Safety</b></p> <ul style="list-style-type: none"> <li>• Online threats (technological and user based)</li> <li>• Cyberbullying - securing your social media profile</li> </ul> <p>Personal safety - The use of encryption to protect yourself; how people may seek to exploit you via encrypted apps and how this may make you vulnerable</p>
<b>Year 9 Spring Term</b>	<b>CPSHE</b>	<p><b>Drugs Education</b></p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Cigarettes</li> </ul>
<b>Year 9 Summer Term</b>	<b>CPSHE</b>	<p><b>Child Sexual Exploitation</b></p> <ul style="list-style-type: none"> <li>• Grooming</li> <li>• Relationships</li> <li>• Peer pressure</li> <li>• Neglect – child abuse</li> </ul> <p>Personal safety</p>
<b>Year 10 Autumn Term</b>	<b>CPSHE</b>	<p><b>Respect – FIT</b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Homophobia</li> <li>• Fit drama</li> </ul> <p><b>Mi2 -Mental Health Investigated</b></p> <ul style="list-style-type: none"> <li>• We all have mental health</li> <li>• Mental Health spectrum</li> <li>• Diary entry of a day for a person with depression/anxiety/eating disorder or self-harm</li> </ul>
<b>Year 10 Spring Term</b>	<b>Biology</b>	<p><b>Health and disease</b></p> <ul style="list-style-type: none"> <li>• STI's how they are spread and how this spread can be reduced or prevented</li> </ul>
<b>Year 10 Summer Term</b>	<b>CPSHE</b>	<p><b>Healthy Me</b> by Jigsaw</p> <ul style="list-style-type: none"> <li>• Being and keeping safe and healthy</li> </ul> <p><b>Eating disorders</b></p>

		<ul style="list-style-type: none"> <li>• Why we need to nurture our body</li> <li>• Emotional and physical aspects of Anorexia Nervosa and Bulimia Nervosa</li> <li>• Keeping safe medically</li> <li>• Seeking Help</li> <li>• Feelings Not Food</li> </ul> <p><b>Relationships</b> by Jigsaw</p> <ul style="list-style-type: none"> <li>• Building positive, healthy relationships</li> </ul> <p><b>Resilience to violent extremism</b> Watch Over Me 4</p> <ul style="list-style-type: none"> <li>• Volunteering</li> <li>• The Media</li> </ul>
<b>Year 11 Autumn Term</b>	<b>CPSHE</b>	<p><b>Relationship and Sex Ed part 2</b></p> <ul style="list-style-type: none"> <li>• Appearance or personality?</li> <li>• Maturity</li> <li>• STIs</li> <li>• Contraception</li> <li>• Consent</li> <li>• Pornography</li> <li>• Rape culture</li> <li>• FGM</li> <li>• Talking about Sex*</li> </ul>
<b>Year 11 Autumn Term</b>	<b>Biology</b>	<p><b>Animal Coordination, Control and Homeostasis</b></p> <ul style="list-style-type: none"> <li>• Menstrual cycle</li> <li>• Contraception</li> <li>• Assisted Reproductive technology such as IVF</li> </ul>



## Appendix 2

### Year 8 Parent Letter for RSE

Dear Parent/Carer,

As part of the current CPSHE course that your child is studying, Dormers Wells High School will be delivering various aspects of health education over the next term called Relationship & Sex Education (RSE).

We feel it is very important that young people have the opportunity to find out as much as possible about how to look after their bodies and how to cope with how their bodies will change over the next few years. This will be delivered objectively, thoughtfully, and sensitively.

As a parent/carers, you have the right to withdraw your child from part of the teaching that involves Sex Education.

If you wish your child to be withdrawn, please complete the reply slip below and return to Mr Job (CL for CPSHE) as soon as possible. Otherwise, the school will assume that you have no objections to this teaching programme.

If you have any further questions, please do not hesitate to contact Mr Job with your concerns.

Yours faithfully,  
Mr Job, CL for CPSHE

#### REPLY SLIP

**To: Mr Job**

I wish my son / daughter to be withdrawn from Sex Education.

Signed: ..... Date:...../...../21.....

Parent / Carer of: ..... Form:.....

### Year 11 RSE letter

Dear Year 11 student,

As part of the current CPSHE course that you have been studying since joining Dormers Wells High School, you will participate in various aspects of health education over the next term called Relationship & Sex Education (RSE).

We feel it is very important that CPSHE gives you the opportunity to discuss the changes you are experiencing and that you talk about the young person you are becoming, as much as we talk about what you are achieving academically.

RSE work connects to the DWHS character values and will be delivered objectively, thoughtfully and sensitively.

During this aspect of health education, you will be able to sit wherever you feel most comfortable and you will not be forced to take part in all discussions.

You have the right to withdraw yourself from the last lesson on the process of sexual reproduction, if you would like to or any further questions, please do not hesitate to see me with your concerns.

Yours faithfully,  
Mr Job, CL for CPSHE