



# Sex, Relationships and Health Policy

## Document Review

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## **Equality Statement**

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. We actively seek to ensure that all members of our community and all visitors to the school are treated equally. This includes actively ensuring that discrimination or inequality of any kind does not occur on the basis of the following: - Race - Nationality - Gender (including transgender). - Sexual Orientation - Disability - Age - Mental Health - Marital Status.

Discrimination and in equality can be experienced in the following ways, not exclusively: - Inappropriate or offensive language and terminology. - Cultural misrepresentation - Violence/ physical harm. - Bullying - Online Abuse - Disadvantage in all aspects of progress, care and opportunity.

When inequality or discrimination is seen or reported the school will strongly challenge and will work to resolve the issue. All concerns will be taken seriously and investigated fully and without prejudice.

The school will promote and teach the recognised British values of tolerance and respect throughout our school community. The school will monitor, evaluate and develop strategy in response to all incidents of discrimination or inequality. The school community and its leaders will maintain a current awareness of how discrimination and prejudice

# Sex and Relationships Education and Health Education Policy

**This policy is produced in line with the Equality Act 2010 and the Department for Education guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' 2019**

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**Foreword:**

Wrotham School promotes equality of opportunity. We are committed to take an active and positive stand to ensure all stakeholders have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, age, sex, sexual orientation, gender, and marital status.

This policy complements and is supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

Sex, Relationships and Health education sits within our broader ethos and approach to develop our pupils socially, morally, spiritually and culturally.

RSE delivery comprehensively covers the requirement to teach 'British Values' and the delivery of this policy also reflects our school's focus on developing 'Character Strengths.' Relationships Education and Health Education will be set within Wrotham Schools' Character Education programme. We focus on developing good character and strong personal character strengths and attributes.

At Wrotham School we prioritise the development of good character as it equips our students and staff with the tools required to make good decisions at school and beyond, so that they may do good in the world. In addition, we believe that a focus in developing character strengths through spiritual, moral, social and cultural opportunities leads to the effective personal development of well-rounded individuals, and embeds British values into the culture of our school. This Character focus will be a key underpinning of our work in RSE.

We recognise and respect that there will be a range of opinions regarding RSE. Our guide and fundamental principle is the law. We will teach our students factually and in line with the applicable laws so that Wrotham school students understand their rights and responsibilities as citizens, with an appreciation and respect for a range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

**The new curriculum will be mandatory from September 2020.**

**Foreword by the Secretary of State (June 2019):**

*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.*

*This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.*

*The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.*

*We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.*

*In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.*

*Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.*

*All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.*

*This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.*

*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.*

### **Statutory Requirements**

As part of the National Curriculum all students must study relationships, sex and health education. 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.'

### **What is Relationships, Sex and Health' education (RSE)?**

Relationships and Sex Education is the study of the physical, emotional, social and mental parts of growing up. This includes learning about topics such as: relationships, health, mental well-being, safety, diversity, sexual health, healthy lifestyles and identity. The study of these topics involves sharing ideas and discussion.

### **Aims and Objectives**

Effective Sex, Relationship Education and Health Education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what acceptable and unacceptable behaviour in relationships are and this will help pupils understand the positive effects that good relationships have on their mental

wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE aims to provide pupils with lifelong learning about physical, moral and emotional development and build their respect for themselves and others. We will help students to live confident, healthy and independent lives. Teaching in this area is sensitive as not to stigmatise children on the basis of their home circumstances. RSE is also about the teaching of sex, sexuality, sexual health and work to prevent and remove prejudice and where to obtain appropriate advice on sexual health. It is not about the promotion of sexual orientation or sexual activity.

RSE does not encourage early sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. We support all of our students to develop ideas that will support them throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. Safer sex and sexual health lessons will be delivered in a non-judgemental, factual way and allow our students to ask questions in a safe environment. There will be clear ground rules explained and sensitive discussion will be supported by the use of question boxes to allow pupils to raise issues anonymously. Wrotham staff will be supported in all aspects of the RSE delivery to deliver this confidently and clearly.

### **Delivery**

Students will be taught RSE in discrete 'Life and Society' lessons in Years 7, 8 and 9. Further to this, students will be taught RSE as part of our Progress Time curriculum in KS3, KS4 and KS5.

The lessons and subject content of RSE will be taught by our teaching staff. Where applicable we might invite external specialists or speakers into school to deliver specific areas of RSE provision as deemed suitable by the leadership team who would be subject to the same safeguarding processes and procedures.

At Wrotham School we provide a curriculum where RSE sensitive topics and subject contents can be discussed. We take into account age-appropriateness of topics and are mindful of the sensitivity of some of these topics.

### **Subject content**

Following on from their education at Primary School, alongside being taught about intimate relationships, pupils will be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. We want students to recognise healthy relationships and those that are distorted, toxic or harmful. This will link very closely with our work in

Health Education. Our students will be empowered to identify healthy and unhealthy relationships and the effects that this can have on mental health and wellbeing.

Wrotham School students will be taught the facts about the law and sex, sexuality and gender. We will make explicit reference to the Equality Act and are committed to providing sex, relationship and health education in an inclusive way, as our students develop their identities and sexuality. Sexual orientation and gender identity and all LGBT+ issues will be explored sensitively and in a clear, inclusive and respectful manner. We understand that young people may be discovering or understanding their sexual orientation or gender identity and we are clear in our ethos that all students can expect respect and support in an inclusive environment. All stable and healthy relationships will be discussed and given equal status and respect, including same sex relationships.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly. We will address the physical and emotional damage caused by female genital mutilation (FGM). Our students will also be taught where to find support and they will be taught that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, our students will be given support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and we will provide strategies and support to manage this or access support for oneself or others at risk. Wrotham School has a strong pastoral support and safeguarding team and are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, our school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Key aspects of the law relating to sex will be taught include:

- The age of consent;
- What consent is and is not;
- The definitions and recognition of rape, sexual assault and harassment, and;
- Choices permitted by the law around pregnancy.

### Internet safety

Wrotham School students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.

Our pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.



This is particularly important when considering current affairs or news that will have been seen only via social media for some of our students.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. Our focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

We will also teach our students about positive online role models and unhealthy online behaviours in relation to body positivity and self-esteem and self-respect. The role of social media on mental health, understanding the negative influence of certain platforms and appropriate time spent online will also be covered.

**For Sex and relationship education, by the end of year 11 (and also covered in our Sixth Form) in Wrotham School our students will have been taught:**

\*Areas that are in **bold** font are areas of the law and our pupils will be made aware of the relevant legal provisions when relevant topics are being taught\*:

Families	<ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what <b>marriage</b> 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.</li><li>• why <b>marriage</b> is an important relationship choice for many couples and why it must be freely entered into.</li><li>• <b>the characteristics and legal status of other types of long-term relationships.</b></li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate</li></ul>
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	<p>or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, <b>consent</b> and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise <b>non-consensual</b> behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• <b>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></li> <li>• <b>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</b></li> <li>• <b>the legal rights and responsibilities regarding equality (particularly</b></li> </ul>

	<p><b>with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</b></p>
<p>Online and media</p>	<ul style="list-style-type: none"> <li>• <b>their rights, responsibilities and opportunities online</b>, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• <b>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></li> <li>• <b>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></li> <li>• <b>what to do and where to get support to report material or manage issues online.</b></li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• <b>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</b></li> <li>• <b>how information and data is generated, collected, shared and used online.</b></li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</b></li> </ul>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, <b>consent</b>, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• <b>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</b></li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can</li> </ul>

	<p>be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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### Health Education Aims and Objectives

At Wrotham School, we will teach students about physical and mental health, knowing that this will provide them with the information and skills they need to make good decisions about their own health and wellbeing. Our students will be able to recognise what is healthy and what is an issue and know how to seek support as early as possible from appropriate sources.

Wrotham School students will know that physical health and mental wellbeing are interlinked, and the importance of good physical health as it contributes to good mental wellbeing, and vice versa.

We will work to promote pupils' self-control and ability to self-regulate, and provide strategies for doing so. Wrotham school students will become confident in their ability to set high expectations and develop resilience even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We know that by developing these good character strengths has a positive impact on outcomes in relation to health, behaviour and attainment.

We will continue to be pro-active in reducing stigma attached to health issues, in particular those to do with mental wellbeing. We will promote a positive, non-judgemental atmosphere and safe spaces to explore issues that encourage open-mindedness – another core character strength. This means our students will feel confident and safe to seek support or ask questions, without fear of judgement or consequence.

As part of every students' health education at Wrotham School they will learn about puberty including menstruation, and this will be covered early enough (as possible) before onset. We will make no gender assumptions nor will this education be gender specific. This ensures all students are prepared for any changes they or their peers

may experience. We also have arrangements in school to provide menstrual products should they be needed or requested, as we know to be the case.

We will deliver health education positively and inclusively, with a focus on using appropriate and positive language. Pupils will be experiencing change in their bodies and their emotions and we will develop language that empowers our students to talk about their bodies, health and emotions in an open-minded way, understanding why using out-dated, damaging or pejorative terms can be detrimental. Language expectations are the same for staff and students. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

We will teach about self-care, the benefits of physical activity and time spent outdoors. This will be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience. Our pupils will explore the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. Wrotham students will develop and understanding that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This links closely with our wider work on character strength development and wider school participation, leading to happy and successful students in school and beyond. We will also explore mind-sets and activities that can lead to loneliness or a disconnection from society. We will promote active participation and the fostering of healthy companionships and relationships. We will also signpost and offer support for any student that needs it.

We will also teach our students about navigating the risks that they may face and any problems or challenges. We will provide factual information about significant mental and physical conditions that seriously impact health that our students may have personally experienced or members of their family or community are experiencing. We will teach our students about alcohol and drugs and their legal rights and responsibilities.

We will also cover positive use of the internet, time spent online, navigating social media, online gaming and forums.

All of this teaching will be done with sensitivity to any adverse childhood experiences and we are mindful of how these lessons may affect how a student experiences the lesson or subject matter. Teachers will also be aware of who may need more support and will work with our safeguarding and pastoral teams to actively signpost and refer.

Our pupils themselves will continue to be taught how to recognise the need for help, not only with themselves, but in others too.

## Health Education Subject Content

By the end of their time at Wrotham School students will have been taught:

<p>Mental wellbeing</p>	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to <b>online gambling</b> including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• 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.</li> </ul>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li>• the positive associations between</li> </ul>

	<p>physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <ul style="list-style-type: none"> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. (eating disorders education requires specialist training or provision, so any student requiring that help will be supported via our MAC team)</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about <b>legal and illegal drugs</b> and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• <b>the law relating to the supply and possession of illegal substances.</b></li> <li>• the physical and psychological risks associated with <b>alcohol consumption</b> and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of <b>drugs which are prescribed</b> but still present serious health risks.</li> <li>• <b>the facts about the harms from smoking tobacco</b> (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
Criminal justice	<p><b>County lines, Criminal justice, Equality Act, FGM, Gangs, Hate crime, knife crime, law &amp; consent</b></p>



<p>Health and prevention</p>	<ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (year 11/6<sup>th</sup> form) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<p>Basic first aid</p>	<ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

### Subject content delivery

RSE is delivered in every year group at Wrotham School. In Years 7, 8 and 9 students will have discrete 'Life and Society' lessons covering:

In Year 7:

- Relationships: stereotyping, respect and tolerance
- Mental health: How to talk about emotions, that happiness is linked to others, common types of mental ill health, how to evaluate when something has a positive or negative effect on our own or others' mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities.
- Physical health: The positive associations between physical activity and the promotion of mental well-being. The characteristics of maintaining and having a healthy lifestyle.

- Healthy eating: links between poor diet and health risks
- Tobacco: the facts about the harms of smoking tobacco.

In Year 8:

- Relationships: Characteristics of positive and healthy friendships, improve/ support respectful relationships and bullying.
- Internet safety: internet safety and harms and how to identify harmful behaviours online.
- Drugs, alcohol and tobacco: 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.
- First aid: basic treatment of common injuries, lifesaving skills and how to administer CPR and the purpose of defibrillators.
- Adolescent body: key facts about puberty and the main changes which take place in males and females.

In Year 9:

- Families: Different types of relationships, judging whether individuals are trustworthy and marriage.
- Relationships: Stereotyping, criminal behaviours within relationships, sexual harassment and sexual violence and why these behaviours are unacceptable, legal rights regarding equality
- Online: rights, responsibilities and opportunities online, online risks, risks of sharing information, what to do/ where to get support to report material/ manage issues online.
- Being safe: Laws relating to 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.
- Sex and relationships: how to recognise healthy one-to-one intimate relationships, aspects of health can be affected by choices made in sex and relationships, facts about reproductive health, including fertility, impact of lifestyle on fertility of men and women and menopause. Facts about the full range of contraceptive choices. The facts around pregnancy including miscarriage and the choices in relation to pregnancy. STIs and further advice on how and where to access confidential sexual and reproductive health advice and treatment.
- Internet safety: internet safety and harms and how to identify harmful behaviours online
- Physical health: The positive associations between physical activity and the promotion of mental well-being. The characteristics of maintaining and having a healthy lifestyle.
- Drugs, alcohol and tobacco: the facts about illegal and legal drugs and their risks and awareness of the dangers of drug use.

- Health and prevention: about personal hygiene, viruses, germs, antibiotics and infection. The importance of sleep.

In KS3, KS4 and KS5, students discuss RSE subject matters and content as part of their 'Progress Time' curriculum.

### Other Specific and Sensitive Issues

#### Body Image:

We do not teach about eating disorders in RSE because this is a complex issue that requires specialist training and knowledge. Eating disorders are not a body image issue but a control issue. Body image is taught under the remit of self-esteem and healthy lifestyle. We also have new, specific student guidance and workshops on positive body image and healthy lifestyles delivered by our Multi-Agency co-ordinator.

#### Language:

Teachers need to think about the type of vocabulary that is acceptable when talking about various issues in RSE. Language is important in portraying and shaping perceptions and attitudes and it is not neutral or value free. Particular words can exclude and devalue people. At Wrotham School we aim to promote good practice in using language in an inclusive way, which shows respect for, and sensitivity towards, all members of our school community. The choice of appropriate words makes an important contribution to the respect of diversity as well as avoiding offence; it is about treating each other with dignity and as equal members of an integrated community.

#### Gender:

Teachers must avoid reinforcing gender stereotypes in their delivery of RSE and in all other learning and teaching opportunities. Where appropriate, instead of referring to both sexes with words such as he, him, his, use terms that cover both e.g. them/they/theirs. When referring to people in general, instead of saying 'man' or 'mankind', choose neutral alternatives such as 'humanity', 'humans', and 'people'. Instead of terms like 'policeman', which implies that the occupation is exclusively male, use terms like 'police officer' and 'fire-fighter'.

All genders (or any gender identity) are treated equally at Wrotham School and sex and relationships education delivers themes and issues that are inclusive, relevant and pertinent to all.

Where young people have expressed a preference for a pronoun this is respected and in line with our whole school values of inclusion and respect. (See Whole school values document).

### **Ground Rules for the Learning Environment**

The ground rules have been established to help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Pupils and teachers are encouraged to come up with their own ground rules at the start of each RSE delivery. The following should be enforced:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

Teachers of RSE should avoid embarrassment and protect pupils' privacy by always depersonalising discussions. Role play (if used) is used to help students 'act out' situations. Case studies with invented characters, appropriate videos, and visits to or from theatre groups or specialist providers help pupils to discuss sensitive issues and develop their decision making skills in a safe environment.

### **Dealing with Unexpected Questions**

Teachers are required to establish clear parameters of what is appropriate and inappropriate in a whole class setting. However unexpected comments or questions may arise. Teachers should take the following action:

If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person e.g. Assistant Headteacher with responsibility for SMSC, school nurse, Head of Year, Progress Tutor, MAC support for outside agency or service support, helpline or safeguarding referral, if necessary.

If a teacher doesn't know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher, or both, research the question later; If the question is too explicit, feels too old for the pupil, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

Teachers may want to utilise an anonymous question box, where students are encouraged to post questions they want answers to, without having to ask publically. To maintain trust and respect the teacher must remember to talk with the pupil later; and if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

### **Provision for SEND students:**

The programme to be delivered will be accessible to all students, and provision will be made to ensure all students can access the material. Further support and teaching will be available either by request from the student, parent or carer or if it

is deemed appropriate by the teacher. A parent or carers right to withdraw their child is the same as is given below:

**Parent/Carer right to withdraw:**

**‘Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE’.**

**‘Sex education is compulsory in secondary schools. Parents can ask to withdraw their child from parts or all of sex education taught as part of relationships and sex education. Parents cannot withdraw their child from sex education taught in science.’**

Parents can withdraw their child from sex education, but not relationship or health education. This will be done in writing from the parent or carer to the Headteacher, Mr Cater. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request we would request that the parent or carer discusses this with the head teacher and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

We will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

We will document such requests on our school database.

### GDPR

All practice, data and information will be treated in adherence to the Schools' GDPR policy.

See GDPR policy.

### Training (for staff)

RSE is a statutory requirement and it is vital that up to date and accurate information is delivered. Training for teaching and support staff will be given to confidently deliver these resources.

RSE provision, planning and delivery involves the DSL and all staff know how to report any safeguarding concerns to the DSL.

### Working with the Wider Community

The School Nurse, Multi- Agency Co-ordinators and outside agencies are used in the delivery of some aspects of RSE. Students are taught about agencies of support and advice and how to contact them in their progress time or Life and Society lessons. These visitors will adhere to the safeguarding procedures of Wrotham School and GDPR guidelines.

### Monitoring and Evaluation

Schools must have an up-to-date sex and relationship education policy, agreed by the governing body, and available to parents and for inspection. This policy was written by Stefan Boudreau (Assistant Headteacher) and will be reviewed annually.

Stefan Boudreau, Assistant Headteacher, is responsible for the dissemination of the RSE policy.

This policy must be reviewed in light of issues raised by pupils, parents and staff, and issues as highlighted by Heads of Year or the Leadership Team.

**Policy to be reviewed annually: September 2024.**