



WAKEFIELD GIRLS' HIGH SCHOOL

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WGHS Relationships and Sex Education Policy

1. Purpose of the Policy

“Effective Relationship and Sex Education is essential if young people are to make responsible and well-informed decisions about their lives.” (Sex and Relationship Guidance, DfEE) At WGHS, we aim to provide a positive, safe and comfortable environment to prepare children and young people for the future. We value the importance of Relationships and Sex Education (RSE) and it is taught at an appropriate, age-related level, to support and safeguard children and young people through their physical, mental and emotional development.

The school recognises the importance of family life and the primary role of the parent or guardian in establishing core values. These values involve an appreciation of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

WGHS does not promote any one form of relationship but ensures that there are no stigmatisation or bullying of children based on their or their family's choices in terms of sexuality, gender or family structure.

We uphold the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 19: Every child has the right to be protected from harm

Article 2: Every child has the right to be treated equally and with respect

1.1 Related Policies and Guidance

[WGFSF Safeguarding and Child Protection Policy](#)

WGFSF Equal Opportunities Policy

[WGHS PSHE Policy](#)

WGHS Mental Health Policy

[Jigsaw Statutory-Relationships-and-Health-Education-Map.pdf](#) - *internal document*

2. WGHS Aims and Objectives for Relationships and Sex Education

- **To develop effective and fulfilling, safe and equal relationships and learn to respect differences:**
 - The value of safe and happy relationships and what the roles of various people in different relationships have on other people's feelings.
 - Communication skills between different types of relationships
 - The diversity of different ethnic groups, the power of prejudice and to be aware of exploitation in relationships.
 - Understand the changing nature of relationships and know where and when to seek help.
- **To develop self-esteem, confidence, independence and responsibility and to make the most of their abilities:**
 - Recognise and manage influences, pressures and sources of help (online and real life).
 - Consider the long and short-term consequences when making decisions about their lives.
 - Feel confident in using assertive skills to counter unhelpful pressure.
 - Develop critical thinking

- **To develop a healthy lifestyle and keep themselves and others safe.**
 - The physical and emotional changes that take place during puberty.
 - How to keep physically and mentally healthy by being able to identify positive and negative influences on their health.
 - Understand the importance of having a positive balance between life and work.
 - Human reproduction (KS3&4), contraception (KS3&4) and Sexually transmitted infections (KS3&4)
 - What is a risk and how to make safer choices through non-judgemental and factual information.
 - Ways of resisting pressure from outside influences such as peers and social media.
 - To seek professional advice confidentially and where to find information related to health and for future choices.

3. Values and Framework

All RSE topics delivered form part of a carefully planned, age-appropriate, programme during a timetabled PSHE lesson.

The Pastoral Lead of the Junior Section has worked closely with WGPPS and QEGS Junior section to ensure consistency throughout the foundation.

Throughout the whole of the RSE curriculum in Key Stage 2, 3, 4 & 5, we aim for pupils to:

- Learn the importance of family life and stable, loving relationships for the nurture of children
- Learn the value of respect, love and care
- Explore, consider and understand moral dilemmas
- Develop critical thinking as part of decision-making
- Develop an ability to manage sensitive situations confidently
- Develop empathy for others and respect for themselves

In KS3, 4 & 5 we also aim for pupils to:

- Learn how to recognise and avoid exploitation and abuse
- Stay safe in an increasingly sexualised society
- Learn about contraception and STIs
- Learn the reasons for and the benefits of delaying sexual activity
- Understand the impact of the media and pornography
- Develop skills to raise self-esteem and assertiveness in order to resist pressure and coercion in a sexual relationship

KS2 RSE lessons are based on the Jigsaw PSHE scheme which builds on the WGPPS scheme of work.

KS3, 4 & 5 RSE lessons build on the KS2 lessons and follow the guidance set out by the PSHE Association, student voice, school and local data.

4. Delivery

- High-quality resources and planning tools (Jigsaw and PSHE Association quality marked) are used to create a spiral curriculum and lesson plans.
- In Year 6 Pupils are taught using the Jigsaw 'Unit 6 - changing me' . This has been adapted by the school to be respectful of the full spectrum of parental beliefs and expectations.
- The Schemes of work, lesson plans and resources created are all age-appropriate.

- RSE is delivered by the pupils's Form teachers in Years 3 - 7 providing trusting relationships in a safe environment.
- In years 8 - 11 RSE is delivered by a dedicated team of PSHE teachers who create positive relationships with the pupils and build a safe learning environment.
- The teaching of these subjects is in line with the Schools' values - Together, Empower, Aware.
- RSE is taught as part of the PSHE curriculum; this is a weekly or bi-weekly lesson.
- In Year 10, pupils take part in a 'Personal Care' EDGE block with the Head of PSHE.

5. Working With Parents

Parental support is integral to a successful RSE curriculum. While we have an educational and legal obligation to provide young people with Relationship and Sex Education we respect the primary role of the parents in educating their children about these matters.

We are committed to consulting with parents about this curriculum and an annual consultation has contributed to the development of the policy. We also invite all parents to read the RSE policy and give them the opportunity to comment or ask any questions. The policy is available at all times on the school's website.

Parents from both the Senior and Junior Sections are invited to separate parent consultation evenings at the start of the summer term. They are invited to a presentation and individual drop in meetings with the Pastoral Lead (Juniors) or Head of PSHE (Seniors).

We work closely with parents to ensure they are fully aware of what is being taught and provide additional resources and support through the pastoral and PSHE pages on the school's virtual learning platform, Firefly. Parents are welcome to discuss particular topics with the Head of PSHE via email or telephone and can request further information about specific subject content.

Parents are contacted before any notable RSE lessons are taught ie in Year 9 and Year 10. The topics covered are outlined and all parents are given the opportunity to withdraw their daughter from the sex education lessons and talk to the Head of PSHE about the topics in more detail.

Parents can withdraw from some or all of the lessons surrounding Sex Education. All pupils have to attend the Relationships Education lessons.

In the Junior section parents are sent information about the exact content of RSE lessons and when they will be taught.

The school respects 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, we will make arrangements to provide the child with Sex Education during one of those terms.

Relationships Education is compulsory therefore all pupils attend lessons which are categorised as Relationships Education. Sex Education within RSE at KS3 and KS4 includes: STIs, Contraception and Condom demonstration only.

The Year 3, 4 and 5 RSE curriculum does not contain any nonstatutory content, therefore parents do not have the right to withdraw their child. The Year 6 curriculum contains some elements of the non-statutory guidance; parents do have the right to withdraw their child from the element only of the RSE lessons. The initial communication with parents outlining the content of the RSE programme will provide an opportunity to request withdrawal, though this request can be made at any time up to the delivery of the lesson. These concerns will be

discussed with the Director of the Junior Section of the Pastoral lead. Parents will be encouraged to not withdraw their child from the lessons, but their decision will be respectfully enacted.

6. Pupil Voice and Data

Pupil voice will be used to review and tailor our RSE programme to match the diverse needs of all our pupils. This is carried out as small discussion groups of pupils from each year group and pupils completing a questionnaire at the end of the academic year. A bi-annual questionnaire is written by Wakefield council and completed by pupils in Years 7, 9 and 12. The findings, which are specific to pupils at WGHS, are also used to help create the curriculum.

7. Staff Training

All staff will attend any relevant training and there will be regular INSET provision for staff within the school.

The Head of PSHE in both Junior and Senior sections will attend regular and relevant training, and this information will be disseminated during training to colleagues and to create PSHE lessons.

One to one support is offered to staff who feel less confident about teaching particular subjects. The Head of PSHE also informs PSHE teaching staff of different online and in-person courses and encourages them to attend these should they wish to further their knowledge and understanding.

8. External guests

The involvement of health professionals is encouraged within the RSE Programme. This is to support the work of teaching staff and to present community views on various topics.

Teaching of topics by Health professionals will be in line with the WGHS curriculum. Resources created and used by the health professionals will be seen by the Head of PSHE before the lesson is taught and are available to parents on request.

All guests will DBS checked and will be accompanied by the teacher.

10. Managing disclosures and Child protection

If a child, particularly a primary-aged child, asks a question that pertains towards sex and relationships which goes beyond what is set out in the RSE curriculum, the teachers will support the child and will follow the WGSF Child Protection Policy.

A student may choose to disclose concerns about themselves or a friend to any member of staff and this could easily happen during or after a RSE lesson.

If a student chooses to disclose concerns about a relationship or sexuality, or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. The member of staff should refer to the Foundation Child Protection Policy and pass on concerns promptly to James Harris (DSL) or another member of the Safeguarding team.

If a student chooses to disclose concerns about herself or friend to a visiting guest speaker, the guest speaker should immediately pass on the information to Vanessa Hutchinson

(Junior section DDSL) or James Harris (DSL) or another member of the Safeguarding team. All guest visitors are informed of this procedure before they begin the session.

11. Assessment

Assessment for PSHE, including RSE, is regular and takes place through a number of different methods. During every lesson, the teacher will assess the pupils' learning through observations and asking different questions and work completed in their PSHE books.

Pupils will complete different reflective and assessment activities which they will record in their PSHE books and marked by their teacher.

Forms of assessment used to create the PSHE and RSE curriculum, include:

- Student voice questionnaires and working groups
- Work scrutiny carried out by the Head of PSHE in Junior and Senior sections
- Data collected from the bi-annual Healthy School Questionnaire written by Wakefield Council
- Data about student behaviour patterns from WGHS CPOMS.
- Discussion with Heads of Year.
- Cross Senior and Junior school section meetings

12. Content

Year	RSE topics in the curriculum	Content
3		<p>The focus is on feelings and how we cope when things change.</p> <ul style="list-style-type: none"> - Consolidation of Year 2- name of external male/female reproductive body parts - Discuss changes they can and can't control as they grow up - How human needs change at different stages of life- baby child adult - Know which body parts are private- NSPCC PANTS lesson- recap from Y2. - Describe how female bodies change on the outside as you grow older and vocabulary used
4		<p>The child will learn about puberty and the importance of personal hygiene including looking after their SHED (sleep, hygiene, exercise, diet) through a session presented by Matron and follow-up lessons in class.</p>

		<ul style="list-style-type: none"> - Recap male and female external reproductive body part names. - Looking at how your body changes as you grow up - Internal female body parts and menstruation - How do I feel about puberty- Q&A discussion - Know which body parts are private- NSPCC PANTS lesson- recap from Y3 - Changes in life- discuss what we can control and suggest strategies on how to cope with changes
5		<p>Lessons build upon what was learnt in Year 4 about changes during puberty and menstruation and will include a workshop presented by Matron. They will discuss ways to cope with the changing emotions they may experience during puberty.</p> <ul style="list-style-type: none"> - recap of male and female reproductive parts - Know why body parts are private- NSPCC PANTS lesson- recap from Y4 - Changes during puberty including ways to cope with the changing emotions that they may experience during this time. - Menstruation- what child's know and understand about period
6		<p>The lessons in class and presentation by Matron will recap what has been learnt in the Year 4 and 5 RSE sessions and address any questions/concerns that child's may have. They will look at how a baby develops during different stages of pregnancy.</p> <ul style="list-style-type: none"> - To understand the scientific process of conception in humans - To understand the journey of a baby from conception to birth. - Discussion about truths and myths of puberty. - Know why body parts are private- NSPCC PANTS lesson- recap from Y5
7	<p>Relationships</p> <p>Healthy and</p>	<ul style="list-style-type: none"> ● Different types of relationships (families, friendships, online, teachers etc) ● Qualities which make a healthy relationship ● Resolving conflict ● Characteristics of positive friendships

	<p>respectful friendships</p> <p>Safe and responsible use of being online</p>	<ul style="list-style-type: none"> ● Unacceptability of sexist, homophobic, racist etc language. ● Recognise bullying ● Understanding kindness and empathy for other people ● Understanding accepting friend requests and sharing personal information online.
8	<p>Safe and responsible use of internet</p> <p>Respectful relationships</p>	<ul style="list-style-type: none"> ● Understanding the social and emotional implications of sharing explicit images with other people. To also know what the law says about sharing and sending explicit images. ● Using social media to help boost other people and their own self-esteem ● Unacceptability of disablist language and behaviour. ● How to resolve conflict in relationships ● Combating loneliness with families, friends, local and international relationships
9	<p>Safe and responsible use of internet</p> <p>Intimate and sexual relationships including sexual health</p> <p>Consent</p> <p>Respectful relationships</p>	<ul style="list-style-type: none"> ● The dangers of talking to people you don't know online. ● Further understanding of emotional and social implications of sending explicit images online. ● Consider different levels of intimacy ● Respect the right not to have intimate relationships until ready. ● Recognise peer pressure and have strategies to manage it. ● Different contraception methods. ● Different STIs and how they can be prevented from spreading. ● To understand what consent is and that a person can withdraw their consent at any time. ● Relationships in the workplace, including sexual and racial discrimination. ● Abuse and rape within a relationship
10	<p>Consent</p> <p>Choices</p> <p>Fertility</p>	<ul style="list-style-type: none"> ● A recap on what consent is. ● Concept of the laws relating to grooming, domestic abuse, forced marriage and FGM. ● Choices in relation to pregnancy (abortion, adoption and keeping a child) ● Female Genital Mutilation ● Forced marriage ● Honour based violence ● factors that might affect fertility ● menopause

	<p>Intimate and sexual relationships including sexual health.</p> <p>Safe and responsible use of internet</p> <p>Respectful relationships</p>	<ul style="list-style-type: none"> ● The grooming process in relation to CSE and CCE ● Recap STIs and contraception methods ● Benefits of strong, stable relationships. ● LGBT+ relationships ● What sextortion is and how to seek help. ● Understand how to maintain a positive relationship with the online world in relation to body image and self-esteem. ● How pornography can affect a persons judgement of what is acceptable within a relationship ● How extremist groups use radicalisation to change people's views and opinions. ● Cyberbullying and trolling online ● The unacceptability of all forms of discrimination and how to challenge it. ● Understand and respect others' faith and cultural expectations. ● Characteristics and benefits of strong, supportive, equal relationships ● Resisting peer pressure. ● Identifying coercive relationships
11	<p>Respectful relationships</p> <p>Consent</p> <p>Safe and responsible use of internet</p>	<ul style="list-style-type: none"> ● Recognise an unhealthy and abusive relationship ● How to develop their own emotional and listening skills to sustain positive relationships with friends and families. ● The roles and responsibilities of being a parent. ● different kind of relationships as parents - same sex, adoption, mum and dad etc. ● Resisting peer pressure and having the tools and information to be able to make their own decisions. ● Using the internet and social media to boost online platforms in a positive way for both self-esteem and career. ● Cyberbullying and trolling