



WAKEFIELD GIRLS' HIGH SCHOOL

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VALIDITY - policies should be accessed via FireFly to ensure the current version is used

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WGHS Relationships and Sex Education (RSE) 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 is 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 Pupils Policy](#)
- [WGFSF Mental Health and Wellbeing \(Pupils\) Policy](#)
- [WGHS PSHE Policy](#)
- [Jigsaw Statutory-Relationships-and-Health-Education-Map.pdf](#) - *internal document*

2. WGHS Aims and Objectives for Relationships and Sex Education

2.1 **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.

2.2 **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.

2.3 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 class teachers Years 3 - 9 providing trusting relationships in a safe environment.
- In years 10, 11 and 6th Form 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; as a bi-weekly lesson.

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 via letter before any notable RSE lessons are taught i.e. in Year 9 and Year 10. The topics covered are outlined and all parents are given the opportunity to request to withdraw their child from the sex education lessons. Parents who wish to withdraw their child from Sex Education will be contacted by the Head of PSHE to discuss their concerns and a decision will be made in consultation between the parents and the school. Records of this request will be kept by the school. It is hoped that most parents will see the advantages of well planned and resourced RSE in a safe learning environment. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

Parents can withdraw their child from some or all of the lessons surrounding Sex Education. Relationships and Health Education is compulsory therefore all pupils attend lessons which are categorised as Relationships and Health Education.

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.

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

The statutory relationships and sex education content is taught from Year 3 to Year 6 as stated in the [DfE guidance](#). This includes, for example, body changes and puberty at an age appropriate level. The Year 3 to Year 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-conception/sexual intercourse. Parents have the right to withdraw their child from only these elements 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 Pupils (Junior Section). Parents will be encouraged to not withdraw their child from the lessons, but their decision will be respectfully enacted.

Human reproduction, taught in Year 6 Science, will be in line with the factual description of conception in the science curriculum and pupils can not be withdrawn from these lessons.

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 (Senior) and PSHE Lead (Junior) 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 be DBS checked and will be accompanied by the teacher.

9. 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 Safeguarding and Child Protection Policy](#).

A pupil 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 pupil 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 [WGSF Safeguarding and Child Protection Policy](#) and pass on concerns promptly to James Harris (DSL) or another member of the Safeguarding team.

If a pupil 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.

10. 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 pupil behaviour patterns from WGHS CPOMS.
- Discussion with Heads of Year.
- Cross Senior and Junior Section meetings.

11. Content

Year	RSE topics in the curriculum	Content
3	Summer Term 6/6	<p>The focus is on feelings and how we cope when things change.</p> <p>Consolidation of Year 2 - name of external male/female reproductive body parts.</p> <ul style="list-style-type: none"> ● 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	Summer Term 6/6	<p>The pupils will learn about puberty, menstruation 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	Summer Term 6/6	<p>Lessons build upon what was learnt in Year 4 about changes during puberty and menstruation and will include a workshop presented by the School Nurse. 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 pupils know and understand about periods.
6	Summer Term 6/6	<p>The lessons in class and presentation by the School Nurse will recap what has been learnt in the Year 4 and 5 RSE sessions and address any questions/concerns that pupils 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.
7	Safe and respectful relationships	<ul style="list-style-type: none"> ● Why is trust important? ● Kindness and empathy. ● Bullying or banter - knowing the difference. ● Dealing with friendships breaking down. ● Challenging stereotypes. ● safe use of social media groups. ● Protected characteristics. ● Online influencer marketing. ● Forming positive relationships. ● British Values.
8	Safe and responsible use of the internet Relationships in	<ul style="list-style-type: none"> ● Exposed - looking at the consequences of asking for and sending 'nudes'. ● Age of criminal responsibility.

	the community	<ul style="list-style-type: none"> • Hate crime.
9	<p>Safe relationships</p> <p>Sex and relationships education delivered by Spectrum health</p>	<ul style="list-style-type: none"> • What makes a gang, a gang. • What are the links between gaming and grooming? • County lines. • What is victim support? • What do we mean by intimidation? • It's not ok - grooming and sexual abuse. • What is sexism? • Relationships and consent - what are the characteristics and positive aspects of a healthy relationship? • Laws relating to sex and relationships. • Contraception - what is it? How effective is it and where could someone get it from? • Condom demonstration. • What is an STI and how can they be prevented and treated?
10	<p>Safe relationships</p> <p>Sex and Relationships education</p>	<ul style="list-style-type: none"> • Relationships and decision making when under the influence of drugs and alcohol. • How drugs affect the wider community of people. • Emotional abuse in relationships. • Incel culture. • The effects of pornography. • Contraception, STI and consent in a relationship recap delivered by Spectrum. • FGM.
11	<p>Extreme behaviour</p> <p>Safe relationships</p> <p>Online relationships</p>	<ul style="list-style-type: none"> • Valuing diversity in Britain. • Understanding and preventing extremism. • Identifying radicalisation. • Identifying unhealthy relationships, including stalking. • The difference between forced and arranged marriage. • How to be a positive influence in drug education. • Online sexual harassment. • AI - deep fakes and identifying a person's own relationship with AI.