



# **Relationships Education, Relationships and Sex Education (RSE)**

<b>Applies to</b>	Whole School
<b>Responsibility</b>	Deputy Head (Academic)
<b>Approving Body</b>	Academic Committee
<b>Date reviewed</b>	Michaelmas 2025
<b>Next review</b>	Michaelmas 2026

## 1. Introduction

The Department for Education introduced statutory relationships education (in primary schools) and relationships and sex education (in secondary schools) from September 2020. This policy should be read alongside the PSHE Policy which also covers Relationships Education and Relationships and Sex Education.

The Relationships Education, RSE, and Health Education regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools but there will be focus on Relationships Education at Key Stage 2 to include puberty. The national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Starting in Year 4, pupils learn about puberty and parents are consulted in an emailed letter prior to this and invited to a meeting to discuss the details of the lesson content, should they have any questions. Parents are made aware that they have a right to withdraw their child from the non-statutory Sex Education element of this programme, (not from the curriculum science lessons on this subject).

RSE is taught in the Senior School through PSHE lessons and parents will be made aware of the planning and delivery of this. Parents can access what will be taught and when, and they will be informed that *they have a right to request that their child be withdrawn from some or all of sex education delivered as part of statutory SRE. (DfE February 2019)*. The policy is made available for consultation to the parent and pupil body, professional colleagues and School Governors.

The policy will be used by:

- Teachers, who will look to it to guide their lesson planning, and to put boundaries around the issues they can explore with pupils, and the range of ways that these can be explored
- Parents, who will look to it to see both the RSE curriculum content and the values the School is promoting
- Health professionals, visiting speakers etc. who will want to know the aims, objectives and values the School's RSE promotes, agreed teaching methodologies and boundaries for their work with young people

Our School motto 'Esto Quod Es' and our core values (Creativity, Aspiration, Responsibility, Endeavour) are central to the delivery of PSHE and RSE. The curriculum is also enriched and enhanced during assemblies, Whole School services and assemblies, events, as well as through a cross-curricular approach.

## **2. Policy Content and Rationale**

This policy covers our School's approach to teaching Relationships Sex Education and it has been written to sit alongside our School ethos. It has been written in consultation with pupils, teachers and parents to reflect the rapidly changing world in which our pupils live and learn. We define 'relationships and sex education' as exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sexual activity, and learning about human sexuality and health.

We believe relationships and sex education is important for our pupils and our School because it will provide pupils with an age-appropriate programme which offers pupils information about the body, reproduction, sex, and sexual health as well providing essential skills for building positive, enjoyable, respectful and non exploitative relationships and staying safe both on and offline. Effective RSE teaching contributes to the spiritual, moral, cultural, mental and physical development of pupils at Wells and prepares them for the opportunities, responsibilities and experiences of adult life.

We view the partnership of home and School as vital in providing the context for our RSE curriculum and we welcome any feedback and suggestions from parents. Parents and carers can access the RSE policy on our on the School website. A printed format is also available on request.

Our School's overarching aims for our pupils are to provide pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self esteem, and empathy

## **3. Entitlement and Equality of Opportunity**

Our PSHE and RSE programme develops subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities are used flexibly and teaching takes into account pupils' development, readiness, cultural backgrounds and needs as well as prior learning, experiences and understanding. We promote the needs of all pupils, irrespective of gender, culture, ability or personal circumstance. We recognise the right for all pupils to have access to PSHE and RSE which meets their needs. As far as is appropriate, pupils with special educational needs follow the same programme as all other pupils. Consideration

is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted.

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE programme is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to a RSE programme that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE programme at Wells seeks to challenge all forms of discrimination and prejudice between pupils and promotes understanding and respect as outlined under the Equality Act 2010.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics are explored in the context of both.

#### **4. Diversity and Inclusion**

Our RSE policy is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM). It also covers the concepts of equality and legislation relating to it. Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Therefore our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. Our programme is respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring we take into consideration the SEND Code of Practice 2014, when developing schemes of work and resources. The Heads of PSHE are aware that SEND pupils may need to have differentiated resources to ensure that they are able to access the topic points and make the same progress in their knowledge as their peers. We ensure RSE fosters gender equality and LGBT+ equality by ensuring that this content is fully integrated into the curriculum rather than these issues existing as a standalone unit or lessons.

In order to ensure the RSE Curriculum meets the needs of all:

- We will accept and celebrate differences.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE Programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

The intended outcomes of our programme are that pupils will:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- Understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch
- Recognise and know how to report abuse, including emotional, physical and sexual abuse
- Understand they have a responsibility to treat each other with kindness, consideration and respect including when on line, permission seek and give and understand the concept of privacy
- Develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy
- Understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.

## 5. Roles and Responsibilities

The RSE programme is led in the Prep School by the Prep School PSHE Lead and Head of Pre-Prep and in the Senior School by the Head of PSHE with the support of Senior Leaders and

the Governing Body. In the Prep School and Pre-Prep, the RE curriculum is taught by the PSHE teacher (in Pre-Prep, the class teacher or equivalent teaches RE and PSHE), Year 6 tutors and supported by teaching in the Science curriculum. In the Prep School, PSHE/RSE is taught in 'life skills' lessons by teachers and also addressed in assemblies. In Pre-Prep (Years 1 and 2), class teachers deliver PSHE lessons weekly and there is a PSHE focus in assemblies for Reception to Year 2. The Head of Pre-Prep PSHE oversees this overview. The Head of the Prep School and Head of Pre-Prep ensure that the NSPCC Pants material is covered regularly for all children in Reception-Year 6 in an age appropriate way; parents are informed when this is taught. Pupils in the EYFS are following the curriculum which has a heavy focus on PSED with a strand on 'making relationships'. In the Senior School the RSE curriculum is taught by the Head of PSHE, supported by teaching in the RPE and Science curriculum. Aspects of the curriculum are also delivered through the tutoring programme and through outside speakers. Teachers that are delivering the RSE curriculum receive appropriate training both in-house and from external agencies. The School is a member of the PSHE Association and has access to the most up to date information and resources as well as access to high quality training.

This policy will be reviewed by the Governors on the Academic Committee and will be opened up to parents for consultation and review. The policy will be reviewed and updated on an annual basis by the Head of PSHE and the Deputy Head (Academic). Overall responsibility for RSE lies with the Head Master.

## **6. Legislation (statutory regulations and guidance)**

We are required to teach RSE as part of the introduction of compulsory relationships and sex education (RSE) and health education in schools from September 2020. The legislation introduces three new statutory subjects: Relationships Education for primary; Relationships and Sex Education for secondary; and, Health Education for both. These subjects are part of the basic School curriculum not the National Curriculum and are statutory in all schools. It is mandatory for all schools to have a written policy for Relationships Education and RSE. The policy must be made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and are required to publish the policy on the School website.

Documents that inform the School's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)

Parents retain the right to withdraw their child from sex education at primary and secondary up until 3 terms before a child's 16th birthday when the child can choose to opt in. There is no right to withdraw from Relationships Education.

## 7. Curriculum Design

RSE is delivered at Wells as part of our PSHE and Lifeskills (Prep School) curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach. The Heads of PSHE work closely with colleagues in related curriculum areas (Science, RPE) to ensure a holistic and joined up approach to what is taught in RSE. We also supplement learning through using a whole school approach e.g. the Senior School tutor programmes and utilising time outside of the classroom, such as external speakers and assemblies.

RSE addresses aspects of relationships and sex in an integrated way within a single topic. We take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education. The programme is delivered in a non judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff do not express their personal views or beliefs when teaching RSE.

Wells provides an age-appropriate programme which offers pupils information about the body, reproduction, sex, and sexual health as well providing essential skills for building positive, enjoyable, respectful and non exploitative relationships and staying safe both on and offline. Effective RSE teaching contributes to the spiritual, moral, cultural, mental and physical development of pupils at Wells and prepares them for the opportunities, responsibilities and experiences of adult life. The Heads of PSHE in the Prep School and Senior School are responsible for developing the curriculum and are supported by trained staff where necessary.

The RSE content delivered in Key Stages 3-5 builds on that content covered in the Prep School. Key Stage 3/4/5 content fits within the guidelines for the Key Stage 3-4 Science Curriculum and PSHE Association Guidelines. KS5 builds on content covered in Key Stage 3 and 4 and prepares pupils for life after Wells.

Specific issues covered in the Senior School RSE curriculum:

Families	<p>Pupils should know</p> <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></ul>
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	<ul style="list-style-type: none"> <li>• What marriage 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 marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</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 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.</li> </ul>
Respectful relationships including friendships	<p>Pupils should know</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, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.</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 non-consensual 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>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
Online and Media	Pupils should know

	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</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>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
Intimate and sexual relationships, including sexual health	<p>Pupils should know</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, consent, 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,</li> </ul>

	<p>resisting pressure and not pressurising others.</p> <ul style="list-style-type: none"> <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>• 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).</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <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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Parents have the right to withdraw their children from some or all of sex education delivered as part of the RSE programme. Parents wishing to withdraw their child should contact the Deputy Head (Academic) who will meet with them to discuss their request. The aim of this discussion is to ensure that parental wishes are understood and to clarify the nature and purpose of the curriculum. Following the meeting, if parents still wish to withdraw their child, they will be asked to put their request in writing stating which part of the programme they wish their child to be exempt from. Pupils that are withdrawn from the curriculum will receive a purposeful education during the period from which they are withdrawn from PSHE/RSE lessons.

Our RSE programme is taught through a range of teaching methods and interactive activities. Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources support our RSE provision and will be regularly reviewed. We avoid a 'resource led' approach to delivering RSE, instead focusing on the needs of the pupils and our planned learning objectives. We carefully select resources which meet these objectives. We carefully evaluate teacher resources, leaflets and videos, before using them.

We select resources which:

- Are consistent with our curriculum for RSE
- Relate to the aims and objectives of this Policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- Appeal to adults and children
- Are up-to-date in factual content
- Are produced by a reputable organisation
- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements for RSE.

We use a range of assessment methods to get regular feedback on pupil progress in RSE. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment methods used can include:

- Written assignments
- Pupil pre and post unit self-evaluation
- Reflective pupil logbooks

## **8. Creating a Safe and Supportive Learning Environment/Confidentiality and Disclosures/Responding to Pupils' questions**

We ensure RSE is taught in a safe, non-judgemental environment where adults and pupils are confident that they will be respected. We aim to create a safe and supportive learning environment with clear 'ground rules' and a confidentiality policy. We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment. Pupils will be able to raise questions anonymously by utilising question boxes in class.

Due to the nature of Relationships RSE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

All staff teaching RSE are supported by advice from the professional body, PSHE Association and through planned CPD. Teachers seek advice from the PSHE leader or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons

## **9. Safeguarding**

We aim to create a safe and supportive learning environment with clear 'ground rules' and a confidentiality policy. We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

Due to the nature of PSHE and RSE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the School's safeguarding policy and procedures. Teachers will consult with the Designated Safeguarding Lead and in their absence their deputy if necessary.

We also recognise that some pupils may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those pupils, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Whilst Wells wants to create a learning space that feels safe for pupils and young people to disclose, we also want to protect pupil's privacy. At Wells we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting

ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the School can create a supportive environment for discussions that can be sensitive or difficult.

From time-to-time the School may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE programme by bringing particular skills, methods and expertise to the classroom and the whole School. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the School's confidentiality and Child Protection Policy. We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session
- The visitor understands the cohort of pupils involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

## **10. Engaging Stakeholders**

Parents and carers can access the Relationships RSE policy on our School website. A printed format is also available on request.

We believe that the successful teaching of RSE involves parents/guardians and the School working together. We also believe that parents/guardians can play an important role in the RSE of their children through exploring discussions at home that have taken place in School. Parents have been informed of the policy through an online consultation and there was an opportunity for all parents to provide any feedback. We work with parents/guardians to ensure that they are aware of what we teach and when through the following methods:

- Sharing the policy on the School website
- Sharing schemes of work with parents so that they are aware of what is taught and when
- Letters are sent to parents outlining when sex education will be delivered
- Parent information events

If parents/guardians have any concerns or special circumstances the School should be aware of, or would like any further information about the curriculum, we will have an opportunity in the new academic year for them to come into the School at a designated time slot. We are of

course always open to be contacted by parents on this matter at any point throughout the year. We may share examples of some of the key resources we use with parents/guardians to reassure them of the content and to enable them to continue the conversations started in class at home. Parents are also able to access all materials used with their children ahead of and following teaching. This will be done in a meeting setting, either face to face or online, such that the context can be provided, questions asked, and to respect copyrighted materials. Due to the fact that materials are updated year on year, it is not appropriate to share all materials taught across the School in one go, however, curriculum maps for topics such as consent and substance education are available for parents to see how learning on these topics is developed.

Pupil voice is central to the culture and ethos of Wells. We use pupil voice to evaluate how relevant and engaging RSE is to pupils' lives. Throughout our RSE scheme of work we embed pupil voice practices to enable pupils to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Parents/carers do not have a right to withdraw their child from Relationships Education or from any sex education delivered as part of the Science curriculum. Parents do not have the right to withdraw their child from Health Education.

All pupils will have the right to opt into sex education three terms before they turn 16 and the School will make arrangements for this to happen. In practice, this means that when a pupil turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Head of Prep School or if the child is in the Senior School, the Deputy Head (Academic) to discuss their concerns. The member of staff will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the Head of the Prep School or Deputy Head (Academic) in writing and the School will keep a record of this. If a pupil is withdrawn from sex education, we will arrange for the pupil to be educated in another class who are not participating in the lesson.

Other than in exceptional circumstances, we will respect the parents' request to withdraw their 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 will make arrangements to provide the child with sex education during one of those terms. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Governors will be informed of the RSE Policy and curriculum through review at the Academic Committee meetings at a designated point in the school year. The policy will be reviewed on an annual basis, and any updates will be clearly indicated.

## **11. Monitoring, Reporting and Evaluation**

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent; that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance; and that learning outcomes are reflective of pupil need. This policy will be reviewed by SMT in conjunction with the Head of PSHE and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes clearly communicated. The Deputy Head (Academic) monitors the implementation of the programme through:

- Lesson observations
- Feedback from pupils and parents
- Looking at samples of pupil work
- Regular discussions with the Head of PSHE

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes)
- Scrutiny of pupils' assessment records.

Pupils have opportunities to review and reflect on their learning during lessons. As stated previously, pupil voice will be influential in adapting and amending planned learning activities and we will seek pupil feedback via discussions and questionnaires.

## **12. RSE Policy Review Date**

This policy will be reviewed yearly at the start of the Michaelmas Term. It will be reviewed by the Prep School Head of PSHE and Senior School Head of PSHE in conjunction with the Deputy Head (Academic). This will ensure that our provision continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

## **13. Other relevant resources and School policies:**

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019

- PSHE Policies for Pre Prep, Prep School and Senior School
- Child Protection and Safeguarding Policy
- Code of Conduct
- Behaviour Management Policy
- e-Safety Policy
- Accessibility Plan
- Equal Opportunities Policy
- Visiting Speaker Policy and Procedures
- Alcohol and Drugs Misuse Policy
- Independent Listener Policy

If you would like to view any of the above policies please contact:  
[bursar@wells-cathedral-school.com](mailto:bursar@wells-cathedral-school.com).