



The Winston Churchill School RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

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| Review by: | Senior Leadership Team |
| Adopted by Full Governing Body: | July 2025 |
| Next Review: | July 2026 |

General Statement

At Winston, our RSE programme is an integral part of our whole school PSHCE education provision. It is about the emotional, social, moral and cultural development of students and involves lifelong learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Our RSE programme provides accurate information about the body, reproduction, sex, and sexual health. It also gives our students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. At Winston, we foster gender and LGBTQIA equality and diversity, challenging all forms of discrimination and bullying.

Statutory Legislation

Current regulations and guidance from the DFE state that from September 2020, all schools must deliver Relationships and Sex Education. The parental right to withdraw students remains for aspects of sex education which is not part of the science curriculum. Documents that inform our policy include:

Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 (updated 2021)

Equality Act (2010)

Keeping Children Safe In Education (2024)

Aims and Objectives:

Based on the above definition the aims of RSE in our school are:

- To enable our students to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- To enable our students to better understand the nature of human relationships and develop feelings of self-respect, confidence and empathy
- To prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene
- To create a positive culture around issues of sexuality and relationships and make space for and respect one and one another's identities and lived experiences
- To provide a framework in which sensitive discussions can take place

Teach students the correct vocabulary to describe themselves and their bodies by developing their self-awareness, emotional literacy and maturity

In our school, RSE has seven topics, all of which are important for a balanced RSE programme:

1. Families

Students should know:

- That there are different types of committed, stable relationships and how these relationships contribute to human happiness and are important for bringing up children
- What marriage and civil partnerships are, their legal status and the importance of marriage as a relationship choice
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to the raising of children
- How to determine whether people and/or information are safe; how to seek help and advice and report concerns

2. Respectful relationships, including friendships

Students should know:

- The characteristics of positive and healthy friendships and the management of conflict and reconciliation
- How stereotypes can cause damage
- How they can expect to be treated with respect and how to show due tolerance and respect to others
- About different types of bullying
- About healthy and unhealthy relationships
- The legal rights and responsibilities regarding equality

3. Online and Media

Students should know:

- Their rights, responsibilities and opportunities online
- About online risks, such as the danger of sharing material and the impact of viewing harmful content
- That specifically sexually explicit material often presents a distorted picture of sexual behaviours and can negatively impact behaviour
- That sharing and viewing indecent pictures of children is illegal
- How information and data is generated, collected and shared online

4. Being Safe

Students should know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and these can affect relationships
- How people can actively communicate and recognise consent (on and offline) and when consent can be withdrawn

5. Intimate and sexual relationships

Students should know:

- The characteristics and positive aspects of healthy one-to-one intimate relationships (including mutual respect, consent, loyalty, trust sex and friendship)
- That all aspects of health can be affected by choices they make in sex and relationships
- The facts about reproductive health, including fertility and the impact of lifestyle on fertility
- The facts about the full range of contraceptive choices and options
- The facts about pregnancy, including miscarriage
- How to identify and manage sexual pressure and the choice to delay sex

6. Sexual health

Students should know:

- Choices in relation to pregnancy including abortion and adoption
- Sexually transmitted infections (STIs) – including transmission, reducing risks and testing
- The impact of drugs and alcohol on risky sexual behaviour

- How to get further support and confidential advice and treatment

7. Health Education

Students should know:

- Mental wellbeing
- Internet safety and terms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

Delivery of RSE

RSE is predominantly taught within Winston Extra, and EPT (Ethics, Philosophy and Theology/Religious Studies) curriculum as well as bespoke Personal, Social, Health, Citizenship and Economic (PSHCE) education workshops and tutorial activities. Biological aspects are taught within the science curriculum. The curriculum on health education complements the school's wider education on healthy lifestyles, through physical education (PE), food technology, computing and its sport and extra-curricular activity.

Students receive additional stand-alone sessions from external sources and year 9 & 10 students attend a 'Be Smart Be Safe Day' and/or Empowerment Days which are dedicated to the promotion of their wellbeing and safety. Additional sessions are delivered through assemblies and supported by the tutor programme.

Across all key stages, students are supported with developing The Winston Churchill School competencies and skills across 4 themes:

1. Who you are - discovering true self through identity, values and sense of belonging
2. Pathways out: being aware of decisions that can be made when circumstances are difficult or challenging and the options that a person has.
3. Talking and writing about yourself: improving self-awareness and creating strategies to develop areas of improvement
4. Live well: practically balancing one's potential, productivity, creativity, relationships and place in the community.

Monitoring and evaluating RSE

Elements of the sex education in the science curriculum are assessed formally. Assessment and evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning. RSE will be monitored by the school's Winston Extra subject leader, teachers of RSE and SLT responsible for its delivery.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter.

Visitors contributing to RSE

From time to time as part of a planned module of work the school will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school. All school associate health and other professionals and visitors will be asked to conform to the following:

- visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution
- visitors must agree with the aims of the school in delivering its policy on RSE
- when in class visitors will be supervised by a teacher, who will be present at all times

- visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting
- visitors will know and understand where their contribution fits into the school's programme for RSE and PSHCE

Health professionals

Outside the teaching situation, health professionals such as The School Nurse can:

- give one-to-one advice or information to a student on a health-related matter including contraception
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment

(The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment)

Parents/carers' right to withdraw

Parents/carer have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools. There is no right to withdraw from Relationships Education. They do so, in writing to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. When the Headteacher receives such a request he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from RSE and placed in another class where suitable work can be completed. Parents/carers will have the right to request to withdraw their child from sex education delivered as part of RSE, unless there are exceptional circumstances, which should be granted up to three terms before their child turns 16 (ref. [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#))

Inclusion

The school is committed to the provision of RSE to all of its' students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Students with Special Needs

RSE will be accessible to all our students and teaching will be differentiated and personalised to ensure accessibility.

Sexual Identity and Sexual Orientation

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

Staff Development

Key members of the school staff will be provided with the opportunity for training and personal development in relation to relationships and sex education and be informed of current requirements in this area.

Policy review

The school's governing body will usually review the RSE policy every two years but in view of the recently released [Relationships Education, Relationships and Sex Education and Health Education guidance](#) (July 2025), we will review the policy again next year.

Other related policies and documents include The Curriculum, Anti-Bullying, Drug Education, Child Protection and Safeguarding, and Equality.

Signed: Chair of Committee:.....

Date:.....