

Wellington College

Academic Year 2023 - 2024



Document Control

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Policy should be reviewed annually and review details included in italics at the end of the policy together with the initials of who reviewed the policy. Any amendment mid-year also to be tracked at the bottom of the policy.

All policies to use the font Gill Sans MT font size 11.

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This policy is drafted in accordance with all relevant legislation and the Department for Education (DfE) Statutory Guidance on Relationships Education, Relationships and Sex Education and Health Education.

Related Wellington College policies and documents:

Safeguarding Policy

Low Level Concern Policy

Child on Child Abuse Policy

Sexual Violence and Harassment Policy

Transgender Pupils Policy

Visiting Speakers Policy

Preamble.

Relationships and Sex Education (RSE) at Wellington College, forms part of the school's Well-being Programme. The Well-being programme is a taught curriculum aimed at helping pupils to reflect on and develop the habits of a life well-lived. All RSE lessons are informed by this philosophy and aim to help young people to make informed, deliberate and skilful choices in their lives which contribute to their own flourishing and the flourishing of others. A significant focus of RSE at Wellington is on safeguarding and equipping young people to avoid harmful or damaging situations however, this is never to the detriment of the primary focus and philosophy of the Well-being course; namely to develop the positive attributes and dispositions needed for a flourishing life.

1. Production, Review and Consultation of this policy.

- a. This policy was drafted by the Deputy Head Pastoral and the Head of Well-being. It was then consulted upon by the Pastoral Leadership Team¹. It has been reviewed and approved by the Executive Leadership Team and the relevant School Governors.
- b. This policy has been published to all Wellington College parents and carers via the school website. The policy is sent out to parents annually in the Autumn Term via email and they are invited to give their views on it (see appendix).
- c. This policy has been shared with the teaching staff via email by the Head of Well-being. Teaching staff have been invited to give their input on the policy and are welcome to view the content of the Sex and Relationships lessons on Microsoft OneNote.
- d. Pupils are consulted annually via email by the Head of Well-being on the content of their RSE lessons and are invited to make suggestions on how the lessons might be improved.
- e. This policy will be reviewed annually by the Pastoral Leadership Team and at appropriate intervals by the School Governing Body or relevant sub-committee.
- f. This policy has been reviewed by an external consultant (Steve Boyes)

2. Definition and Scope of RSE.

¹ The Pastoral Leadership Team comprises: Deputy Head Pastoral; Deputy Head Safeguarding (and DSL); Deputy DSL; Nurse in Charge of the Health Centre; School Chaplain; Lead School Counsellor; Senior Assistant HM; Head of Well-being; Head of the Prince Albert Foundation, Head of Student Emotional Health and Wellbeing

- a. Subject content is set out in Appendix 1 and is mapped against the statutory requirements as set out in the DfE guidance.
- b. Relationships Education is taught by the Well-being Department in timetabled lessons for all pupils from Year 9 to the end of Year 12, following a curriculum set out and planned by the Head of Well-being.
- c. The curriculum plan is for the Statutory RSE guidance content to be covered in the Year 10 and Year 11 Well-being curriculum, where additional curriculum time has been allocated. Relationships education is covered in Years 9 and 12 and also covers content not specified in the DfE guidance.
- d. Sex Education is team-taught by the Well-being Department and staff from the Wellington College Health Centre (normally the Health and Wellbeing Nurse) as part of the timetabled Well-being lessons. Sex Education is planned by the Head of Well-being and the Healthy Lifestyles Nurse in conjunction with the Well-being Department.
- e. Timetabled Sex and relationships lessons will be taught by qualified and appropriately experienced teaching staff. The Head of Well-being will ensure relevant preparation and training is provided to those teaching sex and relationships education.
- f. RSE may be enhanced from time to time by the provision of extra-curricular talks and workshops from external providers. The aim of these will be to respond to specific needs identified within the College as a whole or with specific groups.
- g. Sex education at the Health Centre. This happens as a face-to-face consultation between pupils and a nurse trained to offer sex education and contraception advice. Specific hours are made available for pupils to access this service and they are kept informed by year group targeted emails, sign-posting in the health centre and occasional pop-up 'drop in for information' sessions in the main College.

3. Monitoring and evaluating of the subject.

- a. The Head of Well-being and the Deputy Pastoral will meet annually (normally in the Summer Term) to review and revise the RSE subject content and ensure that any changes to the statutory guidance are reflected in the subject content.
- b. In addition, the Head of Well-being will consult (at least) annually with the Well-being Department team to make revisions and amendments to the RSE subject content.
- c. Teaching of the RSE content will be monitored through lesson observations conducted either by the Head of Well-being, or by the Deputy Head Pastoral and Well-being.
- d. The subject content will be monitored biennially by the Pastoral Leadership Team.
- e. All pupils taking Well-being lessons will have the opportunity to give written feedback on their Well-being lessons once in each academic year. Where appropriate, this feedback will be acted upon by the Head of Well-being.
- f. The teaching of RSE will have the same high expectations of pupils' work as in other areas of the curriculum. This will focus on the quality of group work, discussion work and engagement with planned learning activities. There will be less focus on written work in keeping with the different learning methodologies used in Well-being teaching.
- g. Pupils completing the 4th Form (Year 10) RSE programme will complete an online assessment of their learning in the Lent or Summer Term of their 4th Form year.
- h. Teachers will use the online assessment alongside informal assessment methods to judge where intervention is needed to support pupil learning.
- i. Pupils write a report on their own learning progress in Well-being at the end of the Michaelmas and Summer Terms. These reports are published to HMs, Tutors and Parents.

- j. Pupil focus groups conducted by the Deputy Head Pastoral during the annual House inspection will be given the opportunity to discuss this area of provision.

4. LGBTQ+

- a. The RSE teaching materials aim to meet the needs of all pupils regardless of gender, sexual orientation or any of the 9 protected characteristics as outlined in the Equality Act of 2010.
- b. The RSE teaching materials will avoid (where reasonably possible) the depiction of any one sexuality, gender identity or relationship type as normative or normal.
- c. The RSE teaching materials cohere with Wellington College Policy and Guidance on Supporting Transgender Students and the Wellington College Safeguarding Children and Child Protection Policy and Guidance.

5. SEND: change to 'accessibility' and reflect equality act guidance/RSE guidance making ref. to religious belief.

- a. All RSE teaching materials will be accessible to all pupils.
- b. The Head of Well-being will consult with the Head of Academic Support (SENCO) to ensure that there are no barriers to learning for any pupils in the RSE teaching materials.

6. Availability of subject content to parents.

- a. An overview of the RSE content, along with this policy, will be available to parents on the school website.
- b. The RSE teaching materials are available to parents via Microsoft OneNote on request. This is explained in the annual email consultation with parents on the RSE policy.
- c. The Head of Well-being will run an annual workshop for parents to explain the RSE content.

7. The right to withdraw a child from Sex Education.

- a. Wellington College respects the rights of parents/carers to withdraw their child from all or part of Sex Education (but not Relationships or Health Education) up to and until 3 terms before their child turns 16.
- b. Parents will be informed by the Head of Well-being that Sex Education is to take place (typically in the Lent Term of Year 10/4th Form) and extended the right to withdraw if applicable.
- c. Requests to withdraw should initially be directed to HMs (who oversee the pastoral care of each child). HMs will then inform the Head of Well-being if a child has been withdrawn. The HM will keep a record.

8. Responsibilities of the school Governing Body.

- a. This policy will be approved by the Governing Body of Wellington College, or an appropriate committee.
- b. This policy will be reviewed biennially by the Governing Body.
- c. Governors will ensure that RSE is properly timetabled, staffed and resourced to ensure that Wellington College meets its legal obligations.
- d. Governors will ensure that RSE provision is subject to regular and effective evaluation.

- e. Governors will ensure that RSE is accessible to all pupils with SEND.
- f. Governors will ensure that parents are provided with clear information on how RSE is taught at Wellington and are properly informed of their Right to Withdraw their child from Sex Education, but not Relationships or Health Education.

9. Tracking of changes to policy through review.

16/10/22: Change from 'Peer on peer abuse' to 'Child on child abuse' (list of related policies, page 1).

21/06/23: Changes to appendix I following annual WB curriculum review. Minor changes to information relating to when statutory content is taught.

Appendix I

Overview of the Well-being curriculum RSE provision and coverage of the DfE statutory requirements.

DfE Guidance Topic Area:	Pupils Should Know:	When covered at Wellington:
Families	that there are different types of committed, stable relationships.	4 th Form, Lent Term, lessons 7 and 8
	how these relationships might contribute to human happiness and their importance for bringing up children.	4 th Form, Lent Term, lessons 7 and 8. 5 th Form, Lent Term, lessons 3 and 4
	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.	4 th Form, Lent Term, lesson 7
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	4 th Form, Lent Term, lessons 7 and 8
	the characteristics and legal status of other types of long-term relationships.	4 th Form, Lent Term, lesson 7
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	5 th Form, Lent Term, lessons 3 and 4
	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.	3 rd Form, Michaelmas Term, lesson 5 4 th Form, Michaelmas Term, Lesson 8 and Lent Term lesson 4 5 th Form, Lent Term, lesson 2
Respectful relationships, including friendships	Pupils should know	When covered at Wellington:
	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,	3 rd Form, Michaelmas Term, lessons 3, 4, 5 and 6 4 th Form, Michaelmas Term, lessons 5, 6, 7, 11, 12; Lent Term lessons 2, 8, 9 and 10

	reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	3 rd Form, Michaelmas Term, lessons 2, 3 and 6. 4 th Form, Michaelmas Term, lessons 5, 6, 7, 9, 10 and 11 and Lent Term lessons 8, 9 and 10.
	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).	3 rd Form, Michaelmas Term, lesson 3 4 th Form, Lent Term, lessons 5 and 6 L6th Form, lessons 7 and 11
	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.	4 th Form, Michaelmas Term, lessons 9 and 10
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	3 rd Form, Michaelmas Term, lesson 5 and Summer Term lesson 4 4 th Form, Michaelmas Term, lesson 12 and Lent Term lesson 9 L6th Form lessons 11 and 12
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	5 th Form, Lent Term, lessons 1 and 2
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	5 th Form, Lent Term, lessons 1 and 2
	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.	3 rd Form, Michaelmas Term, lesson 3 4 th Form, Lent Term, lesson 5
Online and media	Pupils should know	When covered at Wellington:
	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	3 rd Form, Michaelmas Term, lessons 5 and 6 4 th Form, Summer Term, lesson 4

	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.	3 rd Form, Michaelmas Term, lessons 5 and 6 4 th Form, Lent Term lesson 2
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	3 rd Form, Michaelmas Term, lessons 5 and 6 4 th Form, Lent Term lesson 2
	what to do and where to get support to report material or manage issues online.	3 rd Form, Michaelmas Term, lessons 5 and 6 4 th Form, Lent Term lesson 2
	the impact of viewing harmful content.	4 th Form, Lent Term, lesson 6
	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.	4 th Form, Lent Term, lesson 6
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. how information and data is generated, collected, shared and used online.	3 rd Form, Michaelmas Term, lesson 5 4 th Form, Lent Term, lesson 6
Being safe	Pupils should know	When covered at Wellington:
	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.	4 th Form, Lent Term, lesson 2 5 th Form, Lent Term, lessons 1 and 2
	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).	3 rd Form, Michaelmas Term, lesson 4 4 th Form, Michaelmas Term, lessons 6 and 7 and Lent Term, lessons 1 and 2 5 th Form, Lent Term, lessons 1 and 2
Intimate and sexual relationships, including sexual health	Pupils should know	When covered at Wellington:

	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.	3 rd Form, Michaelmas Term, lessons 3, 4, 5 and 6 4 th Form, Michaelmas Term, lessons 5, 6, 7 and 10 and Lent Term lessons 1, 2 and 3
	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.	4 th Form, Lent Term, lessons 3 and 4 5 th Form, Lent Term, lessons 1 and 2
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	4 th Form, Lent Term, lessons 3 and 4 5 th Form, Lent Term, lessons 1 and 2
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	4 th Form, Michaelmas Term, lesson 6 and Lent Term, lessons 1, 2 and 3
	that they have a choice to delay sex or to enjoy intimacy without sex.	4 th Form, Lent Term, lessons 2 and 3
	the facts about the full range of contraceptive choices, efficacy and options available.	4 th Form, Lent Term, lessons 3 and 4
	the facts around pregnancy including miscarriage.	4 th Form, Lent Term, lessons 3 and 4
	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).	4 th Form, Lent Term, lessons 3 and 4
	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.	4 th Form, Lent Term, lessons 3 and 4
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	4 th Form, Lent Term, lessons 3 and 4

	how the use of alcohol and drugs can lead to risky sexual behaviour.	3 rd Form, Summer Term, lesson 3
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	4 th Form, Lent Term, lessons 3 and 4
The Law (Para 82, SRE Guidance)	marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity .	3 rd Form, Michaelmas Term, lesson 5 4 th Lent Term, lessons 1 – 7; 5 th Form, Lent Term, lessons 1, 2, 3, 4, 5 and 6

Appendix 2: Chronology of Consultations with Parents.

Consultation with Parents on RSE Policy 2021-2022

On September 24th 2021, all Wellington College parents and carers were contacted via email to inform them of changes to RSE provision, to share our RSE Policy with them and to offer the chance to see our Well-being programme, which contains our SRE provision. The text of the email is pasted below.

Dear Parents and Carers,

As you may be aware, the teaching of Relationships and Sex Education (RSE) became compulsory in all schools in England in September 2021. The Department for Education (DfE) has very clearly set out what is required of schools in its guidance document, which can be found on the DfE website via this link. Wellington began its provision against this guidance in September 2020.

One of the requirements of the guidance is for schools to have in place a written policy for RSE which is available to parents. I have attached a copy of our RSE policy to this email for you. The DfE also requires schools to develop and review the policy in consultation with parents and carers to ensure that the RSE provision meets the needs of the community it serves. I would welcome any observations or reflections that you may have about the contents of our RSE policy and where possible, we will endeavour to incorporate them into future policy reviews.

Relationships and Sex Education is a strand which runs right the way through our Well-being programme from the first term of 3rdForm through to the end of the L6th programme. The key focus is on how we can become more skilful in all relationship building with others, not just in romantic relationships. Our sex education provision begins in 4thForm, where we have been allocated extra curriculum time to cover the new requirements of statutory RSE. A key focus in these lessons is on personal boundaries, privacy, respect, compassion and consent in all areas of inter-personal relationships as well as in sexual relationships. The teaching of sex education is supported by appropriately qualified staff from the Health Centre, who team teach alongside our Well-being teaching team.

Your son or daughter has been provided with the curriculum materials for the Well-being programme via Microsoft OneNote and I am very happy to send through a link to those materials to you upon request.

7 parents replied requesting to see our WB Programme and this was shared with them as a web link to our OneNote resources, enabling parents to see exactly what pupils are taught. I further parent sent an email expressing gratitude for the provision. No parents contacted us to question or challenge our RSE Policy or our RSE provision.

Consultation with Parents on RSE Policy 2022-2023.

The above process was repeated on 19th October 2022. A total of 7 parents responded to the RSE policy email. 6 of them requested to view the Well-being curriculum materials. One parent wanted reassurance that boundaries and consent were being taught as early as possible (The Head of Well-being replied with that reassurance). No parents made any requests for amendments to the RSE policy.