

RSE Policy

Winchester College

Relationships and Sex Education Policy

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Next review: November 2022

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Approved: This policy is reviewed annually by the Warden & Fellows

This policy is reviewed annually, and has been written with reference to the updated statutory guidance on Relationships Education, Relationship Sex Education (RSE) and Health Education, which can be found [here](#), as well as Section 403 and 405 of the Education Act 1996, which can be found [here](#), and with reference to the Equality Act 2010. More information on how the Act applies to schools can be found [here](#).

Copies of this policy are available on the school website, and are provided to all parents, staff and governors. This policy will be provided free of charge to anyone who requests it. This policy will be kept under review, by working closely with parents, pupils, and relevant staff (for example, the Head of Biology and Second Master and Deputy Head (Pastoral)).

It should be read alongside Winchester's other policies, which can be found [here](#), and in particular the [PSHEE policy](#), which sets out how the College aims to teach PSHEE.

1. What is relationships and sex education?

Relationships and sex education (RSE) is a crucial part of the development of pupils, and a compulsory part of the curriculum. It is sometimes called 'RHSE', to reflect the importance of the teaching of physical, sexual and mental health.

The aims of RSE are twofold: to help pupils develop healthy, meaningful and nurturing relationships of all kinds – not just intimate relationships – for the rest of their lives; and to teach pupils to understand human sexuality, both their own, and others'.

RSE “covers the facts and law about sex, sexuality, sexual health and gender identity in an age-appropriate way and inclusive way” (DfE RSE guidance, July 2020, 26).

Good RSE takes place in the context of our [Education and Well-Being](#) policy, and our pupils' happiness in an open, trusting and mutually respectful environment. [Pages 26 and 27 of the statutory guidance](#) provide more detail on what will be covered and the perspective from which it will be taught.

2. What is included, and how is it taught? Who is responsible for teaching it?

RSE is a broad topic which can explore areas that might be sensitive or difficult.

Accordingly, much of the focus is on healthy relationships of all kinds, whether friendships, peer group relationships or intimate relationships of all kinds. It includes learning to recognise what makes a good relationship, about respect for boundaries, the importance of emotional intimacy and the value of meaningful, stable and nurturing relationships of all kinds.

It will also include, where appropriate, material on pornography, sexual violence and rape, and unhealthy and illegal behaviours, including sexual exploitation, grooming and female genital mutilation (FGM). As part of this pupils explore the ways in which these behaviours might manifest online, including reminders of how to stay safe and the rules as set out in the school's [Acceptable Use Policy](#).

An effective RSE programme should provide the knowledge to recognise harms and seek help, and signposting pupils to sources of support is a key part of our teaching.

For a fuller description of the kinds of material covered, please see the government guidance [here](#), in particular pp.27-30.

Some aspects of our delivery is run by an external RSE provider, who works closely with the school, is apprised of the school's policies and planning, and works with parents to ensure that content is effectively delivered and appropriately pitched.

Our RSE teaching also takes place during tutor Hours, in vertical tutor groups, where tutors and pupils might discuss how to stay safe online, the connection between emotional wellbeing and nurturing relationships, or real-world scenarios and current affairs which might include, for example, sexual bullying or harassment.

Our RSE teaching also forms part of Div and the wider academic curriculum (for example, pupils might cover issues to do with gender and sexuality by looking at Ovid and Ali Smith in Year 9, or explore coercive behaviour and consent in *Measure for Measure* in Year 12/13). Small group sessions (in Year 9 Group and Year 10 Pilot, for example) help pupils to explore and understand what healthy relationships, friendships and peer groups might look like, to know the importance of respect for others, and to recognise unhealthy relationships and behaviours. They also promote discussion around the appropriate sharing of emotion and the building of self-awareness and mutual respect. Up to house, pupils might discuss RSE issues with matrons, house tutors, Assistant Housemasters or Housemasters. The Medical Centre also helps pupils to look after their physical and mental health, including matters related to RSE.

As an example, within our RSE workshops pupils might cover:

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| Year 9 (Junior Part) | Bodies, anatomy, puberty and hygiene. Families, including LGBTQ+ families. Pleasure, masturbation. Introduction to issues surrounding pornography and inappropriate image sharing. |
| Year 10 (Middle Part) | Bodies & boundaries: developing Y9 curriculum. Taking pressure off sexual activity. Intimacy, consent. |
| Year 11 (Vth Book) | Bodies & substances, parties, assessing risk. |
| Year 12 (VI Book 2) | Choices, sexual health, contraception, pregnancy choices. Intimacy & pleasure. Legal framework for consent. Exploring consent through scenarios. Relationships of all kinds; the importance of respect. |
| Year 13 (VI Book 1) | Sexual health and sexual violence: more information on sexual assault, intimacy, harm reduction, fertility. Exploring consent through scenarios. |

As part of timetabled Biology lessons, pupils cover:

| School year: | Syllabus material covered: |
|-----------------------|---|
| Year 10 (Middle Part) | Hormones – menstrual and pregnancy hormones and puberty hormones. Some coverage of STIs in immunity topic. Anatomy of male and female urinary systems. |
| Year 11 (Vth Book) | Human reproduction – formation of sperm and eggs, fertilisation, conception, pregnancy, birth and breast feeding. Contraception and prevention of STIs. |

The Head of PSHEE, overseen by the Second Master, is responsible for the school's provision of RSE.

3. How is teaching monitored and evaluated?

Teaching is monitored and evaluated through a variety of methods, including feedback and anonymous surveys from pupils; pupil voice/forums including the pupil PSHEE council; close liaison with parents; and teachers' feedback detailing how RSE, relationships and health education have been addressed each term.

The school actively welcomes feedback from parents about the contents and delivery of RSE provision. In the first instance this is achieved through parental workshops and surveys ahead of time. The views and voices of pupils and parents are important factors in our consideration of what topics to focus on.

The Headmaster, Second Master and Head of PSHEE are accountable to the governors in ensuring that the policy operates in practice.

4. The right to withdraw

There is no statutory right to withdraw from Relationships or Health Education. Parents have the right to request that their child is withdrawn from the delivery of sex education, up to and until three terms before the child turns 16. If a parent requests that their child be withdrawn, the school will meet with parents, and where appropriate, with the child, will document this request and will provide appropriate, purposeful education during the withdrawal period.

5. Equal opportunities / Equality Act 2010

Mutual respect is at the heart of our values, as outlined in our values and policies (in particular, [the PSHEE policy](#) and our [Discrimination and Equal Opportunities policy](#)), and all pupils are given equal access to our RSE programme. Special needs and SEND are taken into consideration in line with the Equality Act 2010 and RSE teaching covers all pupils and different types of relationships in a clear, sensitive and respectful manner.

The Equality Act also allows the school to take positive action, when proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic (for example, having a particular focus on misogyny, or homophobia, if there was evidence of such a need).

We ensure that LGBTQ+ content is covered as part of RSE, and that pupils – whatever their developing sexuality or identity – have age-appropriate teaching and discussion about different types of relationship within the context of the law, as well as in informal discussions within, for example, the school's Equality Society. Pastoral training for staff also includes LGTBQ+ material.

6. Safeguarding and child protection

Teachers should be aware that effective sex and relationships education might lead to a disclosure of a child protection issue (for example, exploring what makes a healthy relationship may lead to an understanding of unhealthy or unlawful behaviours which results in a disclosure). If this happens, staff follow [our Child Protection and Safeguarding Policy](#) and refer such a disclosure to the Designated Safeguarding Lead or Deputy DSLs. Pupils should know that teachers cannot offer unconditional confidentiality.

Pupils are made aware of counselling services and other sources of information available to them, with particular emphasis on seeking medical help for matters relating to sexual health. Any pupil can self-refer to the School Counsellor.