

RSE Policy – January 2021

Winchester College

Relationships and Sex Education Policy

Reviewed: January 2021

Next review: January 2022

Author: Head of PSHEE

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).

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.

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.

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. As well as including material on healthy relationships of all kinds, it will also include, where appropriate, material on sexual violence and rape, and unhealthy and illegal behaviours, including sexual exploitation, grooming and female genital mutilation (FGM). For a fuller description of the kinds of material covered, please see the government guidance [here](#), in particular pp.27-30.

The majority 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 forms part of Div (for example, pupils might cover issues to do with gender and sexuality by looking at Ovid's *Metamorphoses* in JP). Small group sessions (in JP Group and MP Pilot, for example) help pupils to explore and understand what healthy relationships, friendships and peer groups might look like, 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.

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

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| Year 9 (Junior Part) | Bodies, anatomy, puberty. 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 (V 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. |
| 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; close liaison with parents; and Div teachers' submissions of forms 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.

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 [‘Traditional Values and PSHEE’](#) 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. 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 work carefully with specialist agencies and providers, for example Stonewall, to 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 the school’s Equality Society, for example. Pastoral training for staff also includes LGBTQ+ 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 should follow [our Child Protection and Safeguarding Policy](#) and refer such a disclosure to the Designated Safeguarding Lead, or Deputy DSL. Pupils should know that teachers cannot offer unconditional confidentiality.

Pupils are made aware of counselling services and other sources of information available to them. Any pupil can self-refer to the School Counsellor.