



POLICY DOCUMENT

S13: RELATIONSHIPS AND SEX EDUCATION

The objective of relationships and sex education is to help and support young people in the course of their emotional, physical and moral development. A successful programme, firmly founded on Christian values, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It will promote understanding of the importance of family life, stable and loving relationships and respect for oneself and for others; particular importance will be placed on ensuring that our boys grow up with proper respect for women as their equals in every way and the importance of ensuring that their behaviour and attitudes towards women are of the highest standards. It will also encompass factual information about sex, sexuality and sexual health. It will be given in accordance with the guidance from DfE for pupils aged 8 to 13. In line with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, relationships education for children up to the end of Form III is compulsory; Relationships and Sex Education is compulsory for Forms IV and V subject a limited parental right of withdrawal.

Relationships and sex education will be provided for boys at appropriate stages. The intention will be to provide them with sufficient accurate information appropriate to their age, and the opportunity for clarification through discussion so that in due course they can make informed judgments, take individual responsibility for their actions and manage their relationships in a healthy and responsible manner. Opportunities will be given for the discussion of Christian and moral aspects of relationships and sexual behaviour, and due attention will be given to helping boys manage the pressures that the internet, and in particular social media, present. Boys will be encouraged to take a pride in themselves and to develop a sense of their own worth and the worth of others so that they can withstand the pressures that they are likely to meet in later life.

In the early stages, relationships and sex education will be dealt with as part of general health education. Boys will be taught how to take care of their bodies and this will include aspects of nutrition and growth as well as sexual development. Education about relationships will focus on friendship, bullying and the building of self-esteem. Before they reach puberty, boys will be taught about the associated physical changes and about how a baby is conceived and born. Personal hygiene with particular reference to physical development will be taught in Forms IV and V. Biological aspects of sex education, including information about contraception, HIV, AIDS and other sexually transmitted diseases, will be covered in PSHE lessons as detailed in the scheme of work, which will be adapted as and when necessary. In addition, the scheme will be adapted to respond to evolving evidence on children's emotional, physical and sexual development.

With this age group, discussion of sexual relationships and behaviour may occur at almost any time. Staff will answer questions openly and honestly, having regard for the individual needs and stage of development of the boys and taking account of any additional educational needs that a boy may have. They will neither lead the discussion nor assume that boys have any prior knowledge but will deal with queries as they arise.



Account will be taken of the views of the ethnic and religious groups represented in the school and staff will be sensitive to cultural differences amongst the boys' families and ensure that they comply with the relevant sections of the Equality Act 2010. The specific need for support for individual boys in relation to their concerns over relationships and sexual matters may become apparent from their decision to ask a member of staff of their choice for advice. This will be provided following consultation with Matron who, following discussion with the Headmaster, may refer to outside specialist agencies.

Parents have the right to ask that their sons be excluded from planned teaching sessions which cover sex education as part of the RSE curriculum. Any parent wishing to exercise this right should contact the Headmaster so that they can ensure their wishes are understood and so that there is an opportunity to clarify the nature and purpose of the curriculum.

Staff do not have the right to opt out of teaching RSE but any member of staff who has concerns about teaching RSE is encouraged to discuss this with the Headmaster.

The delivery of the RSE curriculum will be overseen by the Headmaster in conjunction with the Science Teacher who will have day to day oversight of the scheme of work and its effectiveness.

This policy will be reviewed by the Education and Policy Committee of the Governing Body at least every two years.



Form I - III

During the first three years at WACS, PSHE & RSE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness. It builds on the skills they need to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Form I	Form II	Form III
<i>Autumn 1 - Me as a person</i>	<i>Autumn 1 - Living in the wider world</i>	
<ul style="list-style-type: none"> - Starting a new school - Setting goals & seeing our mistakes - Developing confidence and taking responsibility 	<ul style="list-style-type: none"> - Success and achievements - Independence and responsibility - Courtesy and manners - Change, grief and loss - Fireworks and bonfires 	<ul style="list-style-type: none"> - Asking for help and advice - What is money and how did it evolve? - Attitudes towards money - Keeping safe
<i>Autumn 2 - Me as a person</i>	<i>Autumn 2 - Relationships Education</i>	
<ul style="list-style-type: none"> - Being confident and expressing opinions - Making the right decision - Facing challenges positively - Why is money necessary? - Spending wisely 	<ul style="list-style-type: none"> - Behaviour and respect - Friendships and feeling left out - Friendships - Peer pressure - Loving, stable families 	<ul style="list-style-type: none"> - Bullying Introduction - Bullying or teasing? - Consent - Attraction and crushes
<i>Spring 1 – Me and my health</i>	<i>Spring 1 - Health & Wellbeing</i>	
<ul style="list-style-type: none"> - Healthy Lifestyles - Being hygienic - Me and my body before, now and in the future - What is acceptable and unacceptable behaviour? - Staying safe 	<ul style="list-style-type: none"> - Understanding emotions - Feelings, emotions & vocabulary - Mental Health and signs of illness - Physical health and signs of illness 	<ul style="list-style-type: none"> - Mental Health - Body Image - Boys' Puberty - Girls' Puberty - Hormones and Emotions
<i>Spring 2 – Me and my health</i>	<i>Spring 2 – Relationship Education</i>	
<ul style="list-style-type: none"> - What is acceptable and unacceptable behaviour? - Staying safe - How to behave and treat others 	<ul style="list-style-type: none"> - Self-esteem and self-worth - Online behaviour and risks - Stranger danger - Helping out with babies - Gender identity 	<ul style="list-style-type: none"> - Positive relationships - Disagreeing respectfully - Family, marriage and civil partnerships - Love and abuse - Online relationships & gaming
<i>Summer 1 – Me as a citizen</i>	<i>Summer 1 – Living in the Wider World</i>	
<ul style="list-style-type: none"> - <i>Me and my opinions and how to express them</i> - <i>Media and pressure groups</i> - <i>Rules, rights and responsibilities</i> 	<ul style="list-style-type: none"> - Internet and screen time - Age restrictions - Careers and stereotypes - Fake news - The environment 	<ul style="list-style-type: none"> - My identity and community - Diversity and celebrating differences - Social media - Online privacy and my data
<i>Summer 2 – Me as a citizen</i>	<i>Summer 2 – Health and Wellbeing</i>	
<ul style="list-style-type: none"> - Why conflicts arise? - Who am I and what do I believe? - Individual identity - What is democracy? - Democracy in our lives 	<ul style="list-style-type: none"> - Healthy habits - Sleep hygiene - Sun safety - Medicines and household safety - First Aid 	<ul style="list-style-type: none"> - Healthy living - Living a healthy life - Dental Hygiene - Germs, bacteria and viruses



Form IV – V

In Forms IV and V, the boys build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE & RSE education acknowledges and addresses the changes that young people experience, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

FORM IV	FORM V
Autumn 1 – Living in the wider world / Health and wellbeing	
<ul style="list-style-type: none"> - Being a resilient student - Self Confidence and goals - The importance of self esteem - How can we budget money? - Creating a personal budget plan - What are savings, loans and interest? - Different financial transactions - Different financial products 	<ul style="list-style-type: none"> - Personal Development – target setting - Managing my behaviour to succeed - How can self confidence boost our achievement? - What is income and expenditure? - Budgeting and saving - What is income tax and National insurance - Why do we pay tax?
Autumn 2 - Relationships Education	
<ul style="list-style-type: none"> - Keeping good friends and avoiding toxic ones - Bullying or banter? - What is cyberbullying? - How do we keep safe and positive relationships both online and off-line? Extremism – why does it happen and how does it challenge our values? - What is stereotyping and prejudice? 	<ul style="list-style-type: none"> - What is and how do we prevent radicalisation? - What are extremist groups? - Where does extremism come from? - How do religious extremists attract converts? - What is Islamophobia? - Stereotyping, discrimination and prejudice - How do British values teach us tolerance?
Spring 1 - Health & Wellbeing	
<ul style="list-style-type: none"> - Introduction to mental health issues – depression - How can we manage anger? - What are drugs and their dangers? 	<ul style="list-style-type: none"> - What is mindfulness? - Emotional literacy – being self-aware of our actions - Disability discrimination
Spring 2 – Relationship Education	
<ul style="list-style-type: none"> - Different types of family relationships - Dealing with new feelings – falling in love - What is my personal identity and why is diversity important? 	<ul style="list-style-type: none"> - Domestic conflict – why do people run away from home? - Body Image in the media - What is consent and why is it important? - What is sexting and why is it risky? - What is pornography and why can it be dangerous?
Summer 1 – Living in the Wider World	
<ul style="list-style-type: none"> - What are wants and needs? - Shopping ethically - How can we enjoy social media and keep safe? 	<ul style="list-style-type: none"> - How can we care for the environment? - Careers – communication skills - Careers – teamwork skills - Careers - entrepreneurs - Internet safety Homophobia
Summer 2 – Health and Wellbeing	
<ul style="list-style-type: none"> - What is being healthy? - How can I keep healthy? - Food labels and health hazards - Consequences if not eating healthily 	<ul style="list-style-type: none"> - Why do teenage parents have it so tough? - Vaping and smoking – peer pressure - Personal safety and first aid - Preparing for a new school