WENTWORTH COLLEGE

Relationships and Sex Education Policy (from 2020)

Approved by: Manuel Guimaraes, Principal

Last Review: September 2026

Next Review: September 2027

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:
● Provide a safe 'space' in which sensitive discussions can take place free from potential embarrassment or fear
● Give students an understanding of sexual development and the importance of health
● Help pupils develop feelings of self-respect, confidence and empathy
● Create a positive culture around issues of sexuality and relationships
● Increase pupil engagement in these issues.
● Capture the entire student body

2. Statutory requirements

As a college, we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017. At Wentworth College we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
1 Review – a working group of Manni and Candice pulled together all relevant information including relevant national and local guidance
2 Staff – all school staff were given the opportunity to look at the policy and make recommendations
3 Parents– this policy is available on our website for parents to read, they are encouraged to get in touch with any concerns or recommendations.
4 Pupils – we investigated what exactly pupils want from their RSE
5 Ratification – once amendments were made, the policy was shared with the proprietor and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but to be most effective it should be an organic, 'living' document, which is flexible enough to adapt to changing contexts and the individual needs and interests of our pupils. As such we may need to adapt it as and when necessary.
We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
● Families
● Respectful relationships, including friendships
● Online and media
● Being safe
● Intimate and sexual relationships, including sexual health

RSE for yr11 will be delivered through PSHE, a discrete, timetabled lesson, once a week. RSE for yrs 12 and 13 (alongside other relevant PSHE material) will be driven through 'the digital assembly'. The entire cohort is assigned to a single class on the 'Google Classroom' platform. Each week material is posted that forms the basis of a college wide discussion throughout the week. Ideally, the college wide discussion will manifest itself communally online, in classrooms and in the common room but students are also encouraged to approach a member of staff individually if they wish to discuss anything in private. Our consultations revealed that a mixed media, digital delivery of the curriculum was likely to:

● Increase engagement
Students told us that being able to access and consider (and reconsider) content in their own time would increase the likelihood that they would/could do so in a thoughtful and reflective manner. Students told us that they are more likely to engage with content produced by somebody they know than generic educational materials. Many students expressed an interest in "being part of the discussion" and assisting/volunteering with recordings/debates.

● Avoid embarrassment
Given the nature of some of the topics, students told us that they would welcome the opportunity to consider them individually before deciding whether to engage in group work. The delivery of RSE works 'bottom up' and empowers the individual pupil by allowing them to control 'next steps', by, for example, choosing to engage privately (one to one) with a member of staff, 'anonymously' online, or collectively with their peers.

● Capture the entire student body
It has been historically challenging (for a number of reasons) to find a time and space in the week/college that allows us to congregate as an entire community. The digital assembly allows us to capture the entire student body, monitor the levels of engagement and adapt accordingly.

7. Roles and responsibilities

7.1 The Proprietor

The proprietor will approve the RSE policy, and hold the headteacher to account for its implementation. The proprietor will hold the headteacher to account for the implementation of this policy. The proprietor has delegated the approval of this policy to Mr Manuel Guimaraes, Principal.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:
● Delivering RSE in a sensitive way
● Modelling positive attitudes to RSE
● Monitoring progress
● Responding to the needs of individual pupils
● Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.
A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.
Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mr. Manuel Guimaraes, Principal through:
Monitoring 'attendance' and engagement with the material on Google classroom (which allows us to view which students have listened to, watched, or read the stimulus material. Students are also encouraged to post thoughts and questions either publicly or privately)
Following this through with informal, in-person interactions throughout the week.

GCSE Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed termly and will be approved by Mr. Manuel Guimaraes, Principal.

Appendix 1: Curriculum map
Relationships and sex education curriculum map
Year 11 PSHE/RSE EDUCATION
Years 12 and 13 PSHE/RSE EDUCATION
● Learning opportunities in Health and Wellbeing
● Learning opportunities in Relationships and Sex Education
● Learning opportunities in Living in the Wider World

Families	· That there are different types of committed, stable relationships · How these relationships might contribute to human happiness and their importance for bringing up children · 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 · Why marriage is an important relationship choice for many couples and why it must be freely entered into · The characteristics and legal status of other types of long-term relationships · The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting · 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

Respectful relationships, including friendships	· 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, 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 · 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) · 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 · About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help · That some types of behaviour within relationships are criminal, including violent behaviour and coercive control · What constitutes sexual harassment and sexual violence and why these are always unacceptable · 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

Online and media	· Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online · 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 · Not to provide material to others that they would not want shared further and not to share personal material which is sent to them · What to do and where to get support to report material or manage issues online · The impact of viewing harmful content · 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 · 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
Being safe	· 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 · 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)

Intimate and sexual relationships, including sexual health	· 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 · 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 · The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women · That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others · That they have a choice to delay sex or to enjoy intimacy without sex · The facts about the full range of contraceptive choices, efficacy and options available · The facts around pregnancy including miscarriage · 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) · 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 · About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment · How the use of alcohol and drugs can lead to risky sexual behaviour · How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

Name of child:
Name of parent / guardian:
Date:
Reason for withdrawing from sex education within relationships and sex education:

Any other information you would like the school to consider: Parent / Guardian's signature:

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents:	