



WOODLANDS
SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Relationships, Sex and Health Education Policy

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INTRODUCTION

This policy covers Woodlands School whole school approach to Relationships and Sex Education (RSE) as well as Health Education (HE).

We believe that RSE & HE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Woodlands School believes that all children and young people have a right to holistic, inclusive and needs-led RSE & HE. We believe that through providing high quality RSE & HE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

1.1 OUR SCHOOL CONTEXT

Most of our pupils are from White British backgrounds and speak English as their first language. The proportion of pupils at the school with Special Educational Needs and/or disabilities is in line with the national average. Specialist provision for pupils with speech and language difficulties is made within the school.

All of the five main world religions are represented by our pupils. Furthermore, Basildon Council's Local Plan Vision (2018) states that, *'by 2034 ... residents will benefit from high standards of health and well-being. We want an improved cultural offer... higher educational attainment and aspirations. We also want more resilient communities, reflecting the diversity within the Borough.'*

This local context, in part, informs our school's approach to Relationships, Sex and Health Education, and aligns to our over-arching core values of AROE: Aspiration, Resilience, Opportunity and Excellence.

1.2 HOW WE DEVELOPED OUR POLICY

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the ***Children and Social Work Act 2017***. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE & HE programme continues to meet the needs of our pupils. The RSE statutory guidance has had a recent review (July 2024), at the time of publishing we are awaiting news of amendments, if any, from the new government.

The policy should be read in conjunction with other relevant policies:

- Anti-Bullying Policy
- Anti-Drugs Policy
- Behaviour for Learning Policy
- Child Sexual Exploitation Policy
- County Lines Network Policy
- E-Safety Policy
- Harmful Sexual Behaviour / Peer on Peer Abuse Policy
- Pupil Wellbeing Policy
- Race Equality Policy

- Safeguarding Policy

1.3 THE IMPORTANCE OF RELATIONSHIPS, SEX AND HEALTH EDUCATION TO OUR PUPILS AND SCHOOL

We believe relationships sex and health education is important for our pupils and our school because it ensures our pupils are empowered to make informed, safe, and responsible choices about their wellbeing, health and relationships and to build their self-efficacy. The aim of our provision is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

The Relationships and Sex Education and Health Education Policy is central to the moral and values framework of Woodlands School.

1.4 EQUALITY, INCLUSION AND SOCIAL JUSTICE

We believe that RSE and HE is a key vehicle for promoting equality, inclusion and social justice. Our RSE and HE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE and HE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE and HE.

An inclusive RSE and HE at Woodlands School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

1.5 OUR DEFINITION OF RELATIONSHIPS AND SEX EDUCATION

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSE and HE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE and HE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE and HE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

1.6 INTENDED OUTCOMES OF OUR PROVISION

The intended outcomes of our provision are to provide our pupils with the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives. The essential skills and attributes focus on ***'Personal effectiveness', 'Interpersonal and social effectiveness' and 'Managing risk and decision-making (integral to all of the above)'***.

1.6.1 PERSONAL EFFECTIVENESS

We define this as:

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance, and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences, and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence)

1.6.2 INTERPERSONAL AND SOCIAL EFFECTIVENESS

We define this as:

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills to build and maintain healthy relationships of all kinds

1.6.3 MANAGING RISK AND DECISION-MAKING (*INTEGRAL TO ALL OF THE ABOVE*)

We define this as:

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation, and opinion)
- Assessing the validity and reliability of information - Identify links between values and beliefs, decisions, and actions - Making decisions

2.1 SUBJECT CONTENT

The curriculum programme is developed by Mrs Heather Ash (AROE Subject Coordinator) in conjunction with the views of teachers, pupils and parents.

In Woodlands School we will meet the learning objectives and content outlined in the Relationships & Sex Education and Health Education Guidance in conjunction with the Thematic model provided by the PSHE association.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

We provide an overview of the RSE and HE curriculum on our website, and half termly we communicate to parents' what topics are being covered in each year group. We send an additional letter to parents to inform them of an upcoming sex education topic, for which they have a right to withdraw their children from.

We will use resources/ materials to deliver RSE & HE that have been provided by the PSHE Association & verified as age appropriate.

The setting of ground rules allows us to set boundaries for RSE and HE; for example, pupils are aware that it is against the rules to 'speak personally'. Pupils are also made aware of Child Protection issues and that if they do mention anything that raises a concern, it will be passed on to a member of the school's Safeguarding team.

All members of the teaching staff are made aware that personal beliefs should not influence their teaching.

2.2 SUBJECT DELIVERY

RSE and HE will be delivered in Woodlands School as part of our AROE curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.

Our AROE Subject Coordinator (Heather Ash) will work closely with colleagues in related curriculum areas (Science, Computing, PE and Citizenship) to ensure a holistic and joined up approach to what is taught in RSE and HE.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as school assemblies.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

We sometimes use external agencies where appropriate to deliver aspects of Relationships and Sex Education and Health Education.

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE and HE.

RAPID Home Learning tasks were introduced from September 2024, in line with the schools Home learning Policy, for years 7, 8 and 9 only.

All staff who have responsibility for delivering RSE and HE will undergo training on a regular basis to ensure they are up-to-date with the RSHE policy and curriculum requirements regarding RSE and HE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE and HE scheme of learning and any new development in terms of course content.

Our provision ensures that by the end of secondary school, our pupils will know:

RELATIONSHIPS AND SEX EDUCATION STATUTORY REQUIREMENTS	
1	FAMILIES
1.1	that there are different types of stable, committed relationships
1.2	how these relationships might contribute to human happiness and their importance for bringing up children
1.3	what marriage is, including their legal status - for example, marriage carries legal rights and protections not available to couples cohabiting or who have married, for example, in an unregistered religious ceremony
1.4	why marriage is an important relationship choice for many couples and why it must be entered into freely
1.5	the characteristics and legal status of other types of long term relationships
1.6	the roles and responsibilities of parents with respects to raising children, including the characteristics of successful parenting.
1.7	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), how to seek help or advice, including reporting concerns about others, if needed
2	RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS
2.1	the characteristics of positive and healthy friendships in all context including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, and the management of conflict. Reconciliation and ending relationships, this includes different (non-sexual) types of relationships
2.2	practical steps they can take in a range of different contexts to improve or support respectful relationships
2.3	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)

2.4	that in a school or 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
2.5	about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
2.6	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
2.7	what constitutes sexual harassment and sexual violence and why these are unacceptable
2.8	the legal rights and responsibilities regarding equality (particularly with reference to protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
3	ONLINE & MEDIA
3.1	their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
3.2	about online risks, including that any material someone provides to another has potential to be shared online and the difficulty of removing potentially compromising material placed online
3.3	not to provide material to others that they would not want shared further and not to share personal material which is sent to them
3.4	what to do and where to get support to report material or manage issues online
3.5	the impact of viewing harmful content
3.6	that specifically explicit material, for example, pornography, presents a distorted picture of sexual behaviours, and can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
3.7	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
3.8	how information and data is generated, collected, shared and used online
4	BEING SAFE
4.1	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
4.2	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all context including online
5	INTIMATE & SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH
5.1	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
5.2	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, sexual, mental and reproductive health and wellbeing
5.3	the facts about reproductive health, including fertility, and the impact of lifestyle on fertility for men and women and menopause
5.4	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
5.5	that they have a choice to delay sex or to enjoy intimacy without sex
5.6	the facts about the full range of contraceptive choices, efficacy and options available
5.7	the facts about pregnancy including miscarriage
5.8	that there are choices in relation to the pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption and abortion and where to get further help)
5.9	how the different sexually transmitted infections (STI's) including HIV & AIDs, are transmitted, how they can be reduced through safer sex (including through condom use) and the importance of and facts about testing
5.11	about the prevalence of some STI's, the impact they can have on those who contract them and key facts about treatment
5.12	how the use of drugs and alcohol can lead to risky sexual behaviour
5.13	how to get further advice, including how and where to access confidential sexual and reproductive health advice & treatment

6	THE LAW
6.1	Marriage
6.2	consent, including the age of consent
6.3	violence against women & girls
6.4	online behaviours including image and information sharing (including sexting, youth produced sexual imagery, and nudes)
6.5	Pornography
6.6	Abortion
6.7	Sexuality
6.8	gender identity
6.9	substance misuse
6.11	violence & exploitation by gangs
6.12	extremism & radicalisation
6.13	criminal exploitation (for example, through gang involvement or 'County Lines' drugs operations)
6.14	hate crime
6.15	female genital mutilation (FGM)
HEALTH EDUCATION STATUTORY REQUIREMENTS	
7	MENTAL WELLBEING
7.1	how to talk about their emotions accurately & sensitively using appropriate vocabulary
7.2	that happiness is linked to being connected to others
7.3	how to recognise early signs of mental wellbeing concerns
7.4	common types of mental ill health (anxiety and depression)
7.5	how to critically evaluate when something they do are involved in has a positive or negative effect on their own or others' mental health
7.6	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and serviced based activities on mental wellbeing and happiness
8	INTERNET SAFETY & HARMS
8.1	the similarities and differences between the online world and the physical world, including: the impact of unhealthy obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
8.2	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
9	PHYSICAL HEALTH & FITNESS
9.1	the positive associations between physical activity & promotion of wellbeing, including as an approach to combat stress
9.2	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill health)
9.3	about the science relating to blood, organ and stem cell donation
10	HEALTHY EATING
10.1	how to maintain healthy eating and the links between poor diet and health, including tooth decay and cancer
11	DRUGS, ALCOHOL & TOBACCO
11.1	the facts about legal & illegal and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions

11.2	the law relating to the supply and possession of illegal substances
11.3	the physical and physiological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
11.4	the physical and physiological consequences of addiction, including alcohol dependency
11.5	awareness of the dangers of drugs which are prescribed but still present serious health risks
11.6	the facts about harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
12	HEALTH & PREVENTION
12.1	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
12.2	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating, a and regular check-ups at the dentist
12.3	(late secondary) the benefits of regular self-examination and screening
12.4	the facts and science relating to immunisation and screening
12.5	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
13	BASIC FIRST AID
13.1	basic treatment for common injuries
13.2	life saving skills, including how to administer CPR* (CPR best taught after 12)
13.3	the purpose of defibrillators and when one might be needed
14	CHANGING ADOLESCENT BODY
14.1	key facts about puberty, the changing adolescent body and menstrual wellbeing
14.2	the main changes which takes place in males and females, and the implications for emotional and physical health

2.3 MONITORING

We regularly monitor our RSE and HE scheme of learning to ensure that the quality of teaching is consistent, that the curriculum is meeting national requirements under the RSE and HE guidance, and that learning outcomes are reflective of pupil needs.

This policy will be reviewed by the school's leadership team in conjunction with Heather Ash (AROE Subject Coordinator) and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any subsequent changes made clearly communicated.

Heather Ash and School's Leadership Team monitors the implementation of the programme through:

- Learning walks
- Work scrutinies
- Lesson observations

2.4 STAFFING

All teachers at Woodlands School are expected to teach RSE and HE content. Teachers will critically reflect on their work in delivering RSE and HE through adherence to the school's 'Marking and Feedback' policy. Teachers will ensure that pupils will have opportunities to review and reflect on their learning during lessons using variety of engaging activities.

2.4.1 STAFF TRAINING AND SUPPORT

At the start of each academic year all teaching staff receive a refresher INSET which allows us to emphasise the requirement for building a safe, nurturing and authentic learning environment and to address any gaps in knowledge.

At the start of each half term all staff of AROE lessons (where RSE & HE content is delivered through) receives training bespoke to the year group and area of the curriculum that they will be delivering.

2.5 EVALUATION

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils on the Junior Leadership Team
- Scrutiny of pupil assessment records
- Sampling pupil work
- Surveying pupils, parents and staff

2.6 PUPIL ASSESSMENT

'Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas.' (RSHE Guidance, p43)

Woodlands School uses a range of assessment methods to get regular feedback on pupil progress in their AROE lessons which cover RSE and HE content.

We are building in pupil assessment to identify where pupils need extra support or intervention, and their level of effort in lessons. Currently in years 7, 8 & 9 we are building a model of assessment and will report to parents on a pupil's level of effort and engagement in their AROE lessons. Pupils currently complete a progress assessment each half term, this provides them with an opportunity to reflect on their understanding and thinking about the topic.

Our vision is for AROE assessments to be part of the Woodlands reporting system in the future, reflecting the model we currently use; Working Towards, Expected Progress, Greater Depth.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Written assignments
- Students' pre and post unit self-evaluation

2.7 ANSWERING PUPIL QUESTIONS

'Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils.' (RSHE Guidance, p12)

The Junior Leadership Team is central to the culture and ethos of Woodlands School.

We use Junior Leadership Team to evaluate how relevant and engaging RSE and HE content in AROE lessons are to children's lives.

Throughout our RSE and HE scheme of learning we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE and HE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

RSE and HE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE and HE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

3. WORKING WITH PARENTS/CARERS

We believe that parents and carers are important in their child's RSE and HE, and that as a school we should work in partnership. As previously mentioned, we engage with parents and carers collectively and individually (See Section 1.2 above). Furthermore, our policy is available for parents and carers to read on demand.

In addition to this we ensure that they are aware of what we teach and when through the following methods:

- Letters to parents/carers giving information about when RSE and HE will be delivered and when certain classes (including classes that involve sex education) will take place
- Half Termly AROE curriculum overview (which includes the RSE & HE elements being covered)

If parents and carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will arrange a time for them to come into the school.

We may share examples of some of the key resources we use with parents and carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Parents can request to view AROE resources used in topics. Please contact Heather Ash (hash@woodlandsschool.essex.sch.uk)

3.1 PARENTAL RIGHT TO REQUEST THEIR CHILD BE EXCUSED FROM SEX EDUCATION

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

If a parent wishes to withdraw their child from classes, they should first contact the Head Teacher using the 'Parental Right to Withdraw' form to discuss the request. A copy of this is attached to the end page of the policy but is also available to download from our website.

The Head Teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and

emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, the school will decide whether to agree to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school provide the child with sex education during one of those terms.

With respect to pupils with SEND, there may be exceptional circumstances where the Head Teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

4.1 WORKING WITH VISITORS AND EXTERNAL AGENCIES

From time-to-time Woodlands School may invite external experts and visitors to deliver parts of our RSE and HE scheme of learning.

External visitors will be selected in order to enrich and supplement our RSE and HE by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.

4.2 SAFEGUARDING AND CHILD PROTECTION

Woodlands School acknowledges that RSE and HE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE and HE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing, or have experienced, abuse.

We recognise that when discussing some of the issues RSE and HE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE and HE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Heads of Year and the Safeguarding team will also be given a copy of the half termly curriculum outline that is shared with parents and carers.

While Woodlands School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At Woodlands School we do this by using several teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of learning and are actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

5.1 COMPLAINTS PROCEDURE

All complaints should be addressed to the Katie Heseltine (Assistant Head Teacher for Cultural Capital) who oversees Heather Ash as Subject Coordinator.


Where relevant the complaints will then be dealt with by the Head Teacher and relevant Governors. Please see whole school Complaints Policy.

5.2 STATEMENT BY THE GOVERNING BODY/TRUST

This policy will be made available on the school's website. In addition, parents can request a copy of the policy.

This policy will be reviewed annually.

In adopting this policy, the Trust recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.

Signed: 
Head Teacher

Dated: 10th March 2025

Signed: 
Chair of Governors

Dated: 10th March 2025



6. APPENDIX

6.1 SCHEME OF LEARNING

These are available on request through Heather Ash (hash@woodlandsschool.essex.sch.uk)

6.2 RSE and HE CURRICULUM OVERVIEW (HALF TERMLY PARENTAL COMMUNICATION CALENDAR)

This is available on our website on the [AROE Curriculum page](#).

6.3 PARENTAL RIGHT TO WITHDRAW FORM

This is also available on our website and on the page 16.

6.3 PARENTAL RIGHT TO WITHDRAW FORM

RSE PARENTAL RIGHT TO WITHDRAW FORM			
TO BE COMPLETED BY THE PARENTS			
Name of Pupil		Tutor Group	
Name of Parent/Carer		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education (RSE). Please note there is no statutory right to withdraw from any aspect of Relationships Education.			
Please include the arrangements you intend to make for alternative study during this lesson time:			
Any other information you would like the school to consider:			
Parent/Carer's Signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion between Head Teacher and Parent/Carer			
Date Implemented:			
Monitored by:			
Date of Review:			
PLEASE RETURN THE COMPLETED FORM TO THE HEAD TEACHER, MR DAVID WRIGHT (dwright@woodlandsschool.essex.sch.uk)			