

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Date for renewal/updates/review	September 2023
Named person responsible for monitoring	Headteacher
Agreed by Curriculum Committee	September 2020

Relevant guidance: Relationships, Education, Relationships and Sex Education and Health Education 2020

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Linked policies: Safeguarding, SEND.

Our aim is to give students life changing opportunities through educational achievement. We will motivate and inspire students through high standards of education and care to become successful, confident, independent and happy citizens.

Our school

Sir William Ramsay School is an average-sized secondary school of 1000 students aged 11-18 years. Students are representative of the diversity of minority ethnic groups within High Wycombe. The proportion of students with learning difficulties and/or disabilities is above the national average. The range of learning difficulties includes social, emotional and behavioural difficulties and moderate learning difficulties.

Arrangements for safeguarding are robust and are reviewed regularly. All staff are trained in child protection. The school has developed effective relationships with a range of outside agencies.

What is RSE?

RSE “is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity”ⁱ.

The objective of RSE is to help and support young people through their physical, emotional and moral development. This policy, embedded within Personal, Sex,



Health and Careers Education (PSHCE), Science, and Philosophy and Ethics, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

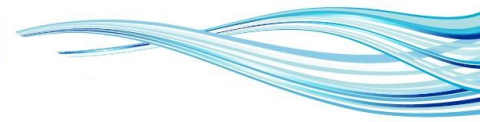
RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

School environment, relationships and ethos

In our school we:

- ensure that students understand the effects that peer pressure, drugs and alcohol can have on their sexual behaviour and their relationships, and the risks that are associated with this
- encourage students to understand attitudes that enable them to view their relationships in a responsible and healthy manner
- enable students to recognise and question gender stereotyping and prejudice and to be aware of issues relating to self-esteem, sexuality and self-image
- appropriately consider the diversity of our students in terms of age, religious beliefs or cultural background when planning and delivering lessons.



We value:

- People who are determined to achieve success by always doing the best that they can
- Effective partnerships between home, school and the community to benefit the personal and academic progress of students
- People who care by being kind, helpful, respectful and tolerant towards others
- People who are honest and conduct themselves with integrity
- People who support and provide equal opportunities for all
- People who are keen to carry on learning throughout their life.

We are committed to equality of opportunity and to developing inclusive practises which enable each student access to the curriculum wherever reasonably possible.

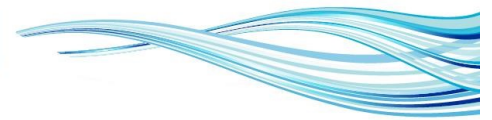
Provision and delivery

The RSE programme is delivered through the curriculum for PSCHE, Science and Philosophy and Ethics. These subjects are overseen by the school's Senior Leadership Team and the Head of Faculty for each subject who co-ordinates RSE within their specific areas. It is the role of form tutors and Heads of Year to deliver the RSE programme through PSCHE lessons. Where RSE is embedded through Science and Philosophy and Ethics, it is the responsibility of the Head of Faculty to ensure accurate teaching in line with the RSE programme of the school. Lessons are delivered to mixed sex form groups in PSCHE and Philosophy and Ethics, as well as in Science groups which are additionally set by ability.

Students are required to follow agreed 'ground rules' for discussion in their lessons as well as follow The Jigsaw Charter. As teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may be at risk of abuse, or where other issues of child safety are concerned, there cannot be any offer or guarantee of absolute confidentiality over information disclosed by students. It is essential that all are aware of the school's Safeguarding Policy.

We will follow best Practice in PSCHE and RSE Education:

- Any new topic in PSCHE will be introduced taking into account pupils' prior knowledge
- Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices
- Pupils are helped to make connections between PSCHE education and their 'real life' experiences through discussion.



Outside agencies will be used by the school to help guide and support teaching and SOW planning include:

- JIGSAW
- RUSAFE
- Terrence Higgins Trust.
- PSHE Association
- School Nurse
- Schools Police Liaison Officer
- Aspire Outreach Workers

Any material they deliver is discussed before and evaluated after their visits with the Curriculum Leader in accordance with the RSE policy.

Monitoring and Evaluation

The aspects of RSE that are delivered within Science and Philosophy and Ethics are monitored and evaluated by those subject teachers. The aspects of RSE that are delivered within the PSCHE programme are monitored and evaluated by the Curriculum Leader and class teacher. The PSCHE coordinator uses information from outside agencies (some of which are listed above) to review the learning objectives that are appropriate for students in Years 7-13. The PSCHE coordinator also ensures that resources are kept up to date and that teachers planning RSE lessons are aware of any relevant new resources that are available.

Approaches to teaching and learning

Our school helps young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- Establishing ground rules with pupils in line with The Jigsaw Charter
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection
- Private reflection, self-assessment, peer-assessment, structured assessment
- Process evaluation.

To facilitate pupils learning in RSE:

- The purpose of each lesson is made clear with clear aims and objectives set at the start of the lesson and plenaries planned and delivered within the lesson



- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- Time is given for pupils to reflect and consolidate their learning
- Attention is given to developing a safe and secure classroom climate/

Celebration of achievement- Assessment, Recording and Reporting

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Areas for assessment:

- Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations. There is no formal, examined assessment for RSE or PSICHE.
- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Student voice will be influential in adapting and amending the material for PSICHE and RSE to ensure it is up to date and relevant.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self-awareness and self-esteem.

Working with Parents/Carers

Our school seeks to work in partnership with parents to provide effective RSE. Parents/carers need to know that the school's RSE programme will complement and support their role as parents/carers and that they can be actively involved in the determination of the school's policy.

The school will consult with parents/carers in regard to its RSE policy via statements and information on the website.

From September 2020 Parents **will not** be able to withdraw their child from relationships education in secondary school however parents will be able to

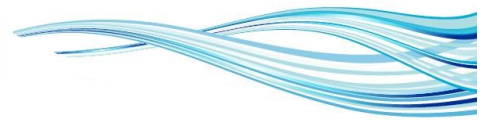


withdraw their child from sex education (other than the sex education which sits in the curriculum as part of Science).

DfE guidance page 17, para.45 states:

- 'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.'
- However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.
- Before granting such a request, the Head Teacher will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum to agree an outcome for all parties.
- If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
- The school will keep a record of all such decisions.

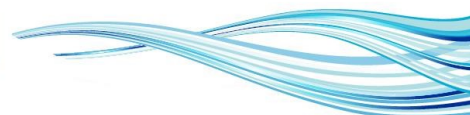
Areas of the programme of study which parents/carers can request student withdrawal from are highlighted in blue below with the Scheme of Work relevant unit code stated:



Online and media (OM)		Year 7	Year 8	Year 9	Year 10	Year 11
a	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.					
b	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.					
c	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.					
d	what to do and where to get support to report material or manage issues online.					
e	the impact of viewing harmful content.					
f	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.		CM4	RL3	RL2	
g	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.					



h	how information and data is generated, collected, shared and used online.					
Being Safe (BS)		Year 7	Year 8	Year 9	Year 10	Year 11
a	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.	CM1	RL4 CM5	RL1,2	CD4,6 RL2,5	BM1,2 HM3,5 RL5,6
b	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 (ISR)		Year 7	Year 8	Year 9	Year 10	Year 11
a	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.					
b	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.	CM3	CM5,6	RL2	DG2 RL3	HM2,3,5



c	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.			RL4		HM2,4
d	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.					
e	that they have a choice to delay sex or to enjoy intimacy without sex.					
f	the facts about the full range of contraceptive choices, efficacy and options available.			RL4		HM4
g	the facts around pregnancy including miscarriage.	CM2				HM4
h	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).	CM2				HM4,6
i	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.				HM6	HM2,4
j	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			RL5	HM6	HM2
k	how the use of alcohol and drugs can lead to risky sexual behaviour.					



I	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	CM5		RL5		HM6 RL4

The School website offers a range of information of useful contacts and information to help parents around the issues of safe relationships, resilience, contact details and of professionals who can support together with e-safety. This is reviewed regularly and updated.

Additional information can be found in the Schemes of Work for PSCHE, Science and Philosophy and Ethics.
