



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Date for renewal/updates/review	September 2023
Named person responsible for monitoring	Headteacher
Agreed by Full Governing Body	April 2022

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 Intent

The teaching of Relationship, Sex Education (RSE) and health education can help to prepare students for the opportunities, responsibilities, and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental, and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

RSE supports students to:

1. Form and maintain positive relationships with other children and adults
2. Understand the importance of positive and healthy relationships on their wellbeing.
3. Recognise what makes a good friendship and how to be a good friend in return.
4. Provide strategies to manage ups and downs of friendships and relationships with others
5. Show respect for others and recognise diversity within relationships, treating others with kindness, consideration and understanding.
6. Develop positive character traits and personal attributes, such as self-respect, kindness, honesty, integrity, and resilience.
7. Positively engage in social action and contribute to the wellbeing of others
8. Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
9. Recognise the value of family life, marriage, and stable loving relationships
10. Receive factual knowledge about intimate and sexual relationships, sexual health, and consent
11. Understand the importance of recognising and establishing their own personal boundaries and privacy.
12. Recognise the characteristics of abusive relationships and support students to make choices that protect them from engaging in harmful relationships, including violence and sexual exploitation

13. Understand and respect differences and combat all forms of bullying and discrimination
14. Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and have the appropriate vocabulary to do so
15. Ask a trusted adult regarding any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm

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.

At Sir William Ramsay School we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal, and social development of all our pupils. From September 2020 statutory Relationships and Sex Education (RSE), and Health Education will be part of the taught curriculum with PSHE. This is an essential part of a student's education and contributes to their personal development. The statutory RSE curriculum covers key areas: Families, Respectful Relationships, including Friendships, online and Media, Being Safe and Intimate and Sexual Relationships, including Sexual Health. Student's will also be taught the law, covering consent, abusive behaviour, drug taking, exploitation, online privacy, and the Equalities Act.

Implementation

Statutory Relationships and Sex Education is delivered through the PSHE curriculum and is taught at an age-appropriate level from Year 7-Year 11. In Sixth Form students will have lessons that include PSHE related core topics. In Year 12 this is linked into their lecture series lessons and in Year 13 their future pathways lessons.

We use a simple baseline to ascertain what students already know and find out what they would like to learn to ensure the content and delivery of RSE is appropriate and relevant. Distancing techniques are used to teach RSE, which provides depersonalised examples which support students to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum to ensure that no student feels excluded, and we teach students to respect differences, promote equality and challenge stigma.

We use the PSHE association programme of study for the planning and delivery of Relationship and Sex Education. The programme is taught by form tutors once a fortnight for one hour.

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.

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.

Managing difficult questions and sensitive issues

Students are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available in tutor rooms for students who do not feel confident to ask questions or wish to have a separate conversation with a member of staff, students can ask their tutor if they can use the question box to place their question or concern, they have in the box for tutors to then access. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise. If students’ questions, go unanswered they may turn to inappropriate sources of information including the internet. As part of RSE we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons.

Subject Overview

RSE will continue to develop students’ knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, students will know:

- 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 children, including the characteristics of successful parenting.

Students will also know 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 recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, students will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.

- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, students will know:

- 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 – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, students will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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

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

The majority of the RSE and health education curriculum will be delivered through Personal Development lessons. Additional content will also be delivered by subject specialists where appropriate. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work following PSHE Association guidance
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE and health education curriculum will be delivered by form tutors and subject specialists where appropriate.

The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development. RSE and health education will be

delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.

All teaching and resources are assessed by the PSHE and RSE Leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. The school follows the PSHE Association's spiral curriculum model.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.

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 PSHE.
- 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 PSHE 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.

Safeguarding and Confidentiality

All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their students as far as is possible. Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing

that they are being abused, and that if a disclosure is made, the Designated Safeguarding Lead will be alerted immediately. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

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.

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have a right to withdraw their child from the relationships or health elements of the programmes. Requests to withdraw a child from sex education will be made in writing to the headteacher. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

All discussions with parents will be documented. These records will be kept securely. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will decide to provide the child with RSE. For requests concerning the withdrawal of a student with SEND, the headteacher may take the students' specific needs into account when making their decision.
