



Ringwood School

Policy Name	Relationships and Sex Education Policy
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1. Aims

The aim of relationship and sex education (RSE) should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time, it should lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner.

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a broad and balanced PSHE programme that supports young people to make informed, safe and healthy choices for themselves.
- Give students an understanding of puberty, sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy, the knowledge and skills to recognise exploitation and the confidence to challenge discrimination.
- Create a positive culture around issues of sexuality and promote responsible behaviours and lifestyles.

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all students under the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Ringwood School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents/carers. The original consultation and policy development process involved the following steps:

1. Review – our Personal Development Lead and Assistant Headteacher for Pastoral pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to give their views on the policy
4. Student consultation – we used Student Voice to investigate what students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed bi-annually, or earlier if government guidance changes. As part of the review process, student feedback will be sought through Student Voice, and staff and parents will be given the opportunity to feedback on any proposed changes.

4. Definition

RSE is about the emotional, social and cultural development of students, 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 RSE curriculum is set out as per Appendix 1 and individual Curriculum Maps for each year group can be viewed on our school website: <https://www.ringwood.hants.sch.uk/pshe>. These may need to adapt as and when necessary. We have developed the curriculum in consultation with parent views, feedback from staff and students, and in line with statutory changes and guidance from the PSHE Association.

The overview and curriculum maps have been written in line with the PSHE Association using the Thematic model. The RSE aspect of the curriculum have been written in line with Government guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The curriculum considers the age, needs and feelings of students. If students ask questions outside of the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

Appendix 2 sets out the topics that schools should cover by the end of secondary school. These are the expectations set by the Department for Education.

We will share all curriculum materials with parents and carers upon request.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The School will consider how to adapt RSE for students with additional learning needs and will seek the views of parents/carers in doing so. Adaptations to the curriculum/delivery will be made as appropriate (eg. smaller group learning or on a 1:1 basis), in line with student's development and learning needs.

Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of students will relate to them

Is sensitive to all students' experiences

During lessons, makes students feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that students learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with students' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Discuss the contents of all external materials used with parents and carers on request

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board has delegated the approval of this policy to the Student Welfare Committee who will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for delegating the responsibility of sharing resources and materials with parents and carers, and for managing requests to withdraw students from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or the Personal Development Lead.

8.4 Students

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

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory 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 student's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The Personal Development Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff are aware that the delivery of RSE may well lead to a disclosure of a safeguarding nature from a student. Staff are fully trained in their response to this, including alerting a member of the Safeguarding team as a priority.

11. Monitoring arrangements

The delivery of RSE is monitored by the Personal Development Lead and overseen by the Assistant Headteacher for Pastoral.



The delivery of RSE is monitored by the Personal Development through:

- Learning walks
- Book looks
- Planning scrutinies
- Student feedback

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

This policy will be reviewed by the Personal Development Lead and Assistant Headteacher for Pastoral bi-annually. At every review, the policy will be approved by The Student Welfare Governors Committee.

Appendix 1: Curriculum Overview

 Ringwood School PSHE Curriculum Overview 2024/2025							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	off timetable event
Year 7	Transition and Safety Transition to secondary school Friendship Personal safety First aid	Diversity and Community Citizenship Responsibilities and anti-bullying Prejudice Protected characteristics	Health and Puberty Healthy routines Influences on health Self-care Puberty	Developing Skills and Aspirations Personal skills and qualities Teamwork Raising aspirations	Building Relationships Emotional literacy Healthy relationships Relationship boundaries	Personal Finance Saving and borrowing Budgeting Making financial choices	15th October Citizenship Day
Year 8	Discrimination Protected Characteristics British Values Prejudice and Anti-Bullying	Law and Safety Peer influence Smoking/vaping/alcohol Emergency services Crime and consequence	Digital Literacy Online safety Fake news	Emotional Well Being and Puberty Body image and confidence Healthy relationships Puberty	Financial Decision Making Risk associated with gaming and gambling including peer influence	Identity and Relationships Self esteem and respect Consent and relationship boundaries 'Sexting'	13th November Law and Safety Day
Year 9	Citizenship and Community Global citizenship Sustainability Values and respect	Peer Influence, Knife crime and Gangs Assertiveness and exploitation Gang culture Alcohol awareness	Setting Goals Learning strengths Career options and goal setting as part of the GCSE options process Transferable skills	Healthy Lifestyle Diet and exercise Lifestyle balance Sleep and screen time Substance misuse	Respectful Relationships Human Rights Gender equality FGM Rights of the Child	Positive Coping Strategies Coping with change Links between physical activity and mental health Accessing support for self and peers	6th March Health and Well-Being Day
Year 10	Diversity British Values Discrimination Respect	Health and Well Being Healthy eating Oral hygiene Self screening Accessing support	Respectful Relationships Families and Parenting skills Conflict resolution Contraception and accessing support	Addressing Extremism and Radicalisation Diversity and Inclusion Communities and belonging Challenging extremism	Personal Finance Financial footprint Scams and fraud Budget and debt	Staying Safe Identify risk Manage personal safety Responding in an emergency Reporting a crime	
Year 11	Personal Skill Development Employability skills CV Building a Interview skills	Self Care Monitoring health, self screening and how to access health support Cosmetic and aesthetic procedures Blood and organ donation	Digital literacy Online safety including harrasment Pornography and sharing personal images	Sexual Health and Families Contraception Fertility Response to unintended pregnancy Adoption and fostering	Staying Safe Personal safety Looking out for others Understanding the law		

An up-to-date Curriculum Overview and individual Curriculum Maps for each year group can be found on our school website: <https://www.ringwood.hants.sch.uk/pshe>

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

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

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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