



# Ringwood School

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| <b>Policy Name</b>        | Relationships and Sex Education Policy   |
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| <b>Authorisation date</b> | November 2024  |
| <b>Authorised By</b>      | Leanne Symonds, Headteacher, and the Student Welfare Governors Committee         |
| <b>Review Frequency</b>   | Bi-Annually  |
| <b>Review Date</b>        | November 2026  |

## Purpose

The purpose of the Relationship and Sex Education (RSE) policy is to:

- Give a clear statement on what Ringwood School aims to achieve from RSE, the values underpinning it and why it is important for secondary school students
- Give information to staff, parents and carers, governors, students and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE

## 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 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.

## Statutory Requirements

As a secondary academy school, we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.

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

## Policy Development

This policy was established, and is regularly reviewed, in line with government guidance and in consultation with staff, parents and students.

## 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, nor does it offer 1:1 advice about contraception.**

## Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Ethics and Philosophy (EP).

Students will also receive stand-alone sex education sessions delivered by trained healthcare professionals.

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

These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

The provision of sex education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as students' progress through the School.

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.

## **Roles and Responsibilities**

### **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.

### **The Headteacher:**

The headteacher is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students from non-statutory components of RSE.

### **The 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 wish them to be withdrawn from the 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.

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

## **Parents' right to withdraw**

Parents have the right to withdraw their children 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 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 and take appropriate action.

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

## **Training**

Staff are trained on the delivery of RSE. The Headteacher 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.

## **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Lead through:

- Learning walks
- 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 Assistant Headteacher with pastoral responsibility annually. At every review, the policy will be approved by the Governing Board.

## **Safeguarding**

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.

## **Curriculum and Overview**

A whole school overview of the PSHE program can be viewed on the School's website. Curriculum Maps can also be viewed, highlighting the topics in more detail. We may need to adapt it 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.

Listed below are the topics that schools should cover by the end of secondary school. These are the expectations set by the Department for Education.

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| <p><b>Families</b></p>  | <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 its 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 with respect to raising children, including the characteristics of successful parenting</p> <p>How to:</p> <ul style="list-style-type: none"> <li>• Determine whether other children, adults or sources of information are trustworthy</li> <li>• Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)</li> <li>• Seek help or advice, including reporting concerns about others if needed</li> </ul>  |
| <p><b>Respectful relationships, including friendships</b></p> | <p>The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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> |

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| <p><b>Online and media</b></p> | <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 wouldn't 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> |
| <p><b>Being safe</b></p>       | <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 female genital mutilation, and how these can affect current and future relationships</p>   |

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|  | <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>   |
| <p><b>Intimate and sexual relationships, including sexual health</b></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, and menopause</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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment</p> |