



# Relationships and Sex Education (RSE) Policy

Responsibility	Students, Parents and Community	
Status	Non-Statutory	
Ratification date	15 09 2020	
Review cycle / date	4	2024
Reference	003/2	

## **Contents**

<b>Introduction / Rationale &amp; Ethos</b>	<b>3</b>
<b>Aims</b>	<b>3</b>
<b>Statutory Guidance</b>	<b>3</b>
<b>Links with other Policies</b>	<b>4</b>
<b>Curriculum Design</b>	<b>4</b>
Involving Parents and Carers	5
<b>Roles and Responsibilities</b>	<b>6</b>
Head Teacher	6
Staff	6
Parents	7
<b>Right to be Excused from RSE</b>	<b>7</b>
<b>Working with External Agencies</b>	<b>7</b>

## 1. Introduction / Rationale & Ethos

This policy covers our school's approach to delivering effective and insightful Relationship and Sex Education (RSE) as part of our PSHCE (Personal, Social, Health, Citizenship Education) curriculum. Here at The Richmond Upon Thames School (RTS), we are dedicated to enabling each individual student to become an active member of society and excel in their future endeavours when they finish their secondary school education journey.

We believe RSE is important for our students and our school. Growing up in a complex 21st century society that is forever changing and expanding, students should be able to know, understand and have the right to know what is and is not acceptable, as well as how to be safe within friendships and relationships.

RTS values the partnership of home and school, meaning that we have ensured all perspectives have been listened to and incorporated into our RSE curriculum, including staff members, students and parents.

## 2. Aims

We believe Relationship and Sex Education is important for our students and our school because of the forever changing society that we live in, meaning that students have a duty and responsibility for maintaining a healthy and positive friendship and relationship, as well as acknowledging and acting effectively upon negative and inappropriate behaviour within friendship and relationships.

With this, the intended outcomes of our programme are that students will:

- Know and understand what a healthy relationship looks like and what makes a good friend, good colleague and successful marriage, civil partnership or other type of committed relationship.
- Understand they have a right to engage positively with others, whether it be with a friend or partner, as well as show respect towards different issues, beliefs and viewpoints.
- Understand they have responsibility to know and understand contraception, how to remain safe online, develop intimate relationships and resist pressure to have sex (and not apply pressure).
- Develop the skills to identify when relationships are not right and understand how such situations can be managed.
- Develop the attributes of how relationships can have an effect on their mental wellbeing..

We will ensure that our RSE curriculum meets the needs of all our students, including those with special educational needs and disabilities (SEND), as well as those who may identify themselves as part of the LGBT+ community whilst also showing equality to all genders by:

- promoting spiritual, moral, cultural, mental and physical development of students at the school and of society
- Preparing students at the school for the opportunities, responsibilities and experiences of later life.

## 3. Statutory Guidance

Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education (in secondary schools).

The RSE policy supports, as well as complements the following policies:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010)*
- *Supplementary Guidance TSE for the 21st century (2014)*
- *Keeping Children Safe in Education - Statutory Safeguarding Guidance (2016)*
- *Children and Social Work Act (2017)*

#### **4. Links with other Policies**

This policy should be read in alliance with the following RTS policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Equality Policy
- Online Safety Policy

Our RSE policy is part of our approach to ensure there is support for the health and well being of our RTS students.

#### **5. Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE curriculum and will cover the 5 main topics:

- Families
- Respectful Relationships, including Friendships
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health

As part of the PSHE curriculum, students from year 7 - 11 will be taught 1 hour per cycle within their teaching groups. The following actions will be in place for all staff and student to create an environment of trust and respect:

- Teachers and students set ground rules where they are able to discuss topics with respect.
- Teachers creating a safe and calming atmosphere where students will be able to feel free to ask questions, raise and discuss concerns, talk freely and openly about relationships, yet not discuss personal experiences or issues, nor ask information of each other or the teacher (students will be made aware that any issues or concerns they have may be discussed privately with the teacher or necessary member of the pastoral team).
- Teachers answer questions honestly, sensitively and appropriately according to the year group and maturity they are teaching.
- Necessary resources used to allow the students the best possible information and guidance, this will include film clips, TED talks, case studies and leaflets designed appropriately to the year group and maturity of the class. There will also be opportunities for the school nurse to deliver necessary sessions.

- Students benefit from having different lessons delivered with different teaching styles, therefore, allowing students to participate and reflect on their learning and knowledge through the use of quizzes, pair and group work, class discussions.
- RSE sessions being differentiated and amended to suit the needs and abilities of the class, with some cases even having a LSA to help deliver the specific session.
- Differentiation being used in order for the teacher to ensure that the content, approach and language reflect the diversity of the RTS community, helping students feel valued and included regardless of their gender identity, sexuality, ability, disability, family and cultural background.
- Students reflect on their own learning and progress through the use of e-books, where students can make effective notes on pieces of information, as well as google forms and quizzes.
- Teachers ensuring that discriminatory behaviour and language will not be tolerated and will be challenged and dealt with using our necessary behaviour policy

### 5.1. Involving Parents and Carers

During Spring 2020 parents, students and staff were consulted on the SRE curriculum; through a parent forum and working groups. An overview of the SRE curriculum across both Key Stages has been developed.

### 5.2. RSE Topics

Topics					
Year Group	Topic: <i>Families</i>	Topic: <i>Respectful Relationships &amp; Friendships</i>	Topic: <i>Online &amp; Media</i>	Topic: <i>Being Safe</i>	Topic: <i>Intimate &amp; Sexual Relationships, including Sexual Health</i>
<b>Year 7</b>	Different types of families. Stable relationship within a family. Roles & responsibilities.	Introduction to what makes a positive friendship. How to manage confrontations within friendships. Stereotypes and why they exist.	Cyberbullying. Introduction to digital footprint. The risks of being online. Principles of being online. The importance of privacy.	Introduction to grooming. How to keep safe within friendships. Individuals are in control of their own body and actions.	Introduction to puberty (linked to Science curriculum). Characteristics and positive impact on intimate relationships.
<b>Year 8</b>	Meaning of marriage. Different cultural views on marriage. Sense of security. Seeking help if problems occur.	Importance of sensitivity. How friendships and relationships can impact your behaviour. Identifying when a friendship or relationship has run its course.	Introduction to explicit websites. Your rights and responsibilities with what you post and share. Who to confide in if you experience online negativity. Assessing online friendships.	How to respond to forceful relationships. Meaning behind sexual harassment. Introduction to friendship and relationship consent.	Changes towards the body (linked to Science curriculum). Introduction to pregnancy. Impact on drug substance and sexual activity.

<b>Year 9</b>	Meaning of having children. Legal impacts of marriage. Introduction to lone parents, same sex parents, traditional families - stereotypes.	Introduction to Equal Rights Act (2010). Sexual harassment. General consent. How relationships and friendships can impact mental health and wellbeing.	Law, Government and organisations use of personal detail. Online impacting mental health and wellbeing and what you can do.	Meaning behind sexual consent. Laws on being safe in relationships. Introduction to domestic abuse and rape. Being smart in surroundings.	Your right to choose in sexual activity. LGBTQ+ community. Introduction to sexual health - safe sex. The meaning behind sexual intimacy.
<b>Year 10</b>	Legal guardians. Young families. Observe case studies. Respect other views on family.	How to deal with toxic relationships. Observing case studies. Respecting different people.	Keeping others safe online. The government's use of data. How to say no when online.	Different cultural views. Respecting different cultural views. Who to confide in if there is a concern for domestic abuse.	Pregnancy and miscarriages. The support that is available. Different views on sexual identity. How to respect that people are different.
<b>Year 11</b>	Young families. The meaning of a 21st century family.	Permission seeking. Friendships & relationships evolving over time.	Fraud & identity theft. Social Media can impact job opportunities.	Different forms of sexual harassment. Impact on mental health.	Impact of teen pregnancy. Understanding pleasure activity.

## 6. Roles and Responsibilities

### Head Teacher

The Head Teacher at RTS will ensure that:

- Staff informed about the policy as well as know their responsibilities within the policy.
- RSE is monitored, analysed and adapted where necessary to ensure that the delivery is to the highest standards and meets the needs of all students, including those with SEND.
- RTS works alongside parents and carers in creating and planning RSE lessons that will be delivered to students, as well as
- Parents are kept up to date on the information that is delivered with RSE lessons as well as understand their right to request that their child is withdrawn from specific elements of RSE.

### Staff

All Staff at RTS will ensure that:

- Ground rules will be established with students within the lessons to ensure it is a safe space.
- Students know where they can get support and speak in confidence (without fear, embarrassment or anxiety) to specific staff members if they find the content of the lesson sensitive.
- All students are given the opportunity to explore different interpretations, situations and ideas in an environment that offers confidence and support.
- All points of view are expressed in an unbiased way.
- Inappropriate personal advice will not be given to students, such as, contraception.
- The sessions of RSE that are delivered are accessible to all students.
- The issues of stereotyping and the consequences that lead to that.

- Where a student has stated an action that places them at risk, the staff member will ensure the student is aware of the implications of their behaviour as well as refer any concerns to the Designated Safeguarding Lead.

#### Parents

All parents will be given the right to:

- The materials that the school will be using to deliver the RSE sessions to students, enabling parents the opportunity to discuss the topic with their children.
- Discuss concerns they have about their child with the school, and gain support from RTS when/if they need it.

### **7. Right to be Excused from RSE**

The parental right to withdraw students from RSE remains in primary and secondary education applies only for the Sex Education elements of RSE, however, where Sex Education elements apply to the Science Curriculum, there is no right to withdraw from this.

Parents do not have the right to withdraw their child from Health or Relationships Education, nor from the PSHE curriculum.

There continues to be no right to withdraw from the National Curriculum.

### **8. Working with External Agencies**

At RTS, we take pride in giving students the best opportunity to receive the necessary information and knowledge throughout their education, this includes providing opportunities for students to be given lectures and sessions from External Agencies.

We always ensure that:

- Credentials of the company and visitors are checked before the visit takes place.
- Understand the aspects of confidentiality and to deal effectively if a Safeguarding incident arises, ensuring it is in line with our policy.

With there being a wide variety of External Companies who deliver a range of different topics, RTS would find the best sessions that would enhance the students' knowledge and understanding for RSE.

RTS would ensure that the External Companies sessions are:

- Age appropriate for the different year groups.
- Fitting alongside the RSE curriculum that is delivered at RTS.
- Analysed before the delivery of the session, including the approval of any material being used within the session.