



RIDGEWOOD
HIGH SCHOOL

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

This policy will be reviewed annually.

Version: V3

Date issued: 21/11/2023

Date of next review: November 2024

Document Author: Helen Baldry and Tamzin Haines

Version	Date	Amendments
V0	01/09/2022	First issue
V1	19/04/2023	Annual review and update into new policy format.
V2	21/11/2023	Annual review, updates to 'RSE through PSHCE'.

Contents

This policy was developed and reviewed in response to:	3
The Consultation Process has involved:	3
What is Relationship and Sex Education, RSE?	3
Principles and Values	4
Attitudes and Values	4
Personal and Social Skills	5
Knowledge and Understanding	5
Aims and Objectives	5
Roles and Responsibilities	6
Organisation and content of relationship and sex education	6
RSE through PSHCE	7
Science	8
Inclusion	8
Parents/Carers and the wider community	9
Right to withdraw students from RSE	9
Safeguarding, reports of abuse and confidentiality	9
Young people under the age of 13 years	10
Young people between 13 – 16 years	10
Monitoring and Evaluation of Relationship and Sex Education	11

This policy was developed and reviewed in response to:

- Sex and Relationship Education Guidance, DfES 2000
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century, 2013.
- Draft Guidance – Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE February 2019.
- Equality Act, 2010.
- Not yet good enough: Personal, social health and education in schools, Ofsted 2013.
- Special Educational Needs and Disability code of practice: 0-25 years, 2017.
- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015.
- Keeping Children Safe in Education – Statutory Safe Guarding Guidance.
- Children and Social Work Act, 2017.
- Transforming Children and Young People’s Mental Health Provision, Green Paper, July 2018.

This policy should be considered alongside the following:

- E-Safety/Online Policy
- Anti-bullying or Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality Policy

The Consultation Process has involved:

Parents are informed about the policy through the website and direct communication. The policy will be available to parents through the school websites and hardcopies will be made available on request. Translations may also be made available on requests.

- Student Voice discussion
- Consultation and engagement with parents/carers
- Review of RSE curriculum content with staff involved in the delivery of RSE.
- Consultation with Laura Deveraux, School Health Advisor.
- Distribution, presentation and discussion with school governors.

What is Relationship and Sex Education, RSE?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the important of stable and loving

relationships including on and offline, respect, love and care, for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes.

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

RSE should provide a clear progression from what is taught in primary school where the prime focus is Relationships and Health Education.

Principles and Values

In addition, Ridgewood High School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. It includes acceptance of families in all their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/express views.
- We are aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect, kindness and generosity and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Relationships and Sex Education in this school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;

- Learning the value and valuing family life, stable and loving relationships, and marriage/civil partnerships.
- Learning about the nurture of children and successful parenting;
- Learning the value of and demonstrating respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage and managing emotions and relationships confidently and sensitively both on and offline;
- Developing self-respect and empathy for others;
- Developing positive self-esteem and confidence;
- Making informed choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter);
- How to report concerns of abuse, and the vocabulary and confidence to do so.

Knowledge and Understanding

- Learning and understanding physical, emotional and spiritual development at appropriate stages;
- Understanding human sexuality, identity, reproduction, sexual health, emotions and relationships;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of an unintended pregnancy;
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, sexual harassment, sexual violence, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.
- Know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education).
- Learn where to go for help and advice and how to access local and national services.

Aims and Objectives

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical,

religious and moral dimensions of sexual health. Our RSE programme aims to prepare all students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships;
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships;
- Understand the true meaning of consent;
- Communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- Develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people.
- Understand the arguments for delaying sexual activity;
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited /unwanted conceptions and sexuality transmitted infections including HIV.
- Be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships enthusiastic consent, sexting and e-safety.

Roles and Responsibilities

Helen Baldry, Assistant Headteacher, is the SLT lead for Personal Development who will work with Miss Tamzin Haines, who is the curriculum lead for PSHCE and for RSE.

Organisation and content of relationship and sex education

RSE will be developed in all year groups as part of the PSHCE curriculum. Themes will be revisited throughout the years at an appropriate level.

Much of the Relationship and Sex Education and Ridgewood High School takes place within PSHCE lessons. PSHCE Teachers deliver the curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum

is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative and inclusive of LGBT young people.

The PSHCE Programme and Science National Curriculum is taught in every year.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, a group agreement, formerly known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the group agreement is established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the RSE programme.

RSE through PSHCE

Y7 – Spring term – Puberty and Growing Up, Personal Safety, FGM.

Y8 – Summer term – E Safety, Grooming, Values and Attitudes, Contraception, Pregnancy, Consent, Sexual Health, STI's, Inclusivity, Relationships, Separation and Divorce, Sexual Orientation and Gender Identity.

Y9 – Spring term – Positive Relationships, The Role of Parent/Carer, Contraception and Consent, STI's CSE. New resources and guidance in place from Positive Choices programme supported by London School of Hygiene and Tropical Medicine as of 2022/23.

Y10 – Spring term – Age of Consent, Contraception, Porn, Sexualisation and Masturbation topics are covered. Testicular and Breast Cancer, health and where to get help from.

Y11 – Spring term – Contraception and STIs, Choices that adults have to face including pregnancy and abortion. Partner abuse and coercive control.

Included within this are religious views and an understanding of the diversity found in society.

Science

Year 8 – Spring term – ‘Where do we come from?’ including: Reproduction - Male and female reproductive systems, Adolescence, Fertilisation, Pregnancy

Year 10/11 – Contraception and menstrual cycle are covered in ‘Homeostasis’. Reproduction, Variation & Evolution are covered in ‘The development & understanding of genetics & evolution’.

In addition to the PSHE and Science curriculum, students will also visit themes associated with RSE in assemblies and form time. This will be part of the plan for the year and will be followed up in tutor time. The school also regularly engages outside theatre groups or other opportunities to reinforce the key messages.

Sexual Harrassment and violence is explored through all year groups through a range of means.

RSE Lead will visit a sample of lessons/sessions during the year.

Inclusion

Ethnic and Cultural Groups

Ridgewood is aware that the majority of children are from a White British background, however we intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns taking specialist advice where necessary.

Students and Special Needs

We will ensure that all young people receive RSE and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

LGBT content is fully integrated into our programme of study and we are seeking to develop threads across the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that RSE is relevant to them.

Parents/Carers and the wider community

At Ridgewood High School, we believe the role of parents in the development of the children's understanding of relationships is vital. Parents/carers are the first educators of children. Therefore, we will ensure that we keep parents up to date of what is taught and when. This policy and information on what will be taught and when will be freely available on our school website for you to access. Content coverage is outlined by year group and subject to change in order to meet the needs of students in a dynamic way, responding to changes based on changes in local, regional and national priorities as required.

Right to withdraw students from RSE

Parents have the right to request that their child be withdrawn from some parts of sex education, (not relationship or health education), delivered as part of statutory RSE. It is good practice for the Headteacher to discuss the request with the parent/carer and as appropriate, with the child to clarify the nature and purpose of the curriculum, the benefits of receiving the important information, and possible detrimental effects that the withdrawal might have. The Headteacher/RSE lead will document the process and outcome.

In exceptional circumstances for example, when they propose to educate their child at home, the school will respect the parent's request, up to and until three terms before the child turns 16. After that point the student can choose to attend RSE. Their SEND should not be a consideration for the Headteacher to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any RSE resources the school uses.

Safeguarding, reports of abuse and confidentiality

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety

and wellbeing of a child. This should be made clear when forming the class Group Agreement and know the name of the safeguarding lead.

Young people under the age of 13 years

A child under the age of 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13s should be fully documented and reported.

Young people between 13 – 16 years

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13–15-year-olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service.

All cases should be carefully documented including when a decision is taken not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Fraser Guidelines - it is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines.

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment;
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment;
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer;
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the PSHCE Co-ordinator to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation, monitoring and evaluation led by SLT.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.