



# Ranelagh School

## Relationships and Sex Education Policy

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## Core Documents underpinning this policy

- Department for Education's Statutory Guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, June 2019
- The Church of England's *Relationships Education, Relationship and Sex Education (RERS) and Health Education (RSHE) in Church of England Schools*, November 2019
- The Church of England's *Valuing All God's Children*, Summer 2019

Other related policies and documents include:

- Statement of Ethos and Aims
- Anti-bullying Policy
- Drug Policy
- Child Protection and Safeguarding Policy
- SEND Information Report
- Equal Opportunities Policy

In accordance with the Church of England's Valuing all God's Children document, as well as their Charter for Faith Sensitive and Inclusive Relationships and Sex Education (RSE), we commit to the following:

1. To work in partnership with parents and carers.
2. That RSE will be delivered professionally and as an identifiable part of the school's PSHE curriculum delivered via PAL lessons and form periods.
3. That RSE is delivered in a way that affords dignity and shows respect to all who make up our diverse community.
4. That RSE will seek to build resilience in our students to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.
5. That RSE will promote healthy, resilient relationships set in the context of character and virtue development.
6. That RSE is based on honest and medically accurate information from reliable sources of information, including the law and legal rights.
7. To take particular care to meet the individual needs of all students, including those with special needs and disabilities.
8. To seek students' views about RSE so that the teaching can be made relevant to their lives.

As a school working in partnership with parents, we will actively promote healthy well-being, staying safe, developing healthy relationships, and protecting self-esteem and good mental health within our RSE and PAL programmes. As a Church of England School, we believe that by meeting the essential aims of this policy, relationship and sex education will contribute to an education that develops dignity and respect, laying strong foundations for adult life and enable our young people to 'live life to the full'.

### Aims of RSE:

- Provide RSE and PSHE curriculum which promotes the values of Dignity and Respect, and those outlined in the publication *Valuing all God's Children* and the *Church of England's Charter for Faith Sensitive and Inclusive Relationships and Sex Education*
- Provide a framework in which sensitive discussions can take place
- Teach students the requirements for healthy relationships so that they enjoy relationships based on mutual trust and respect, free from abuse
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy

- Create a positive culture around the diverse issues of sexuality and relationships, prompting an understanding and respect for all
- Support students to live a healthy life, promoting both physical and mental well-being
- To enable students to understand the impact of external factors, such as the media, social media, the internet and peer groups and to remain independent decision makers, learning how to recognise and avoid exploitation and abuse
- To ensure young people understand how the law applies to sexual behavior
- To inform students of where they can go for further information and advice

## Policy context

As a secondary academy, we must provide Relationship and Sex Education (RSE) and Health Education (HE) to all students as per section 34 of the [Children and Social Work Act 2017](#). In teaching RSE and HE, 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](#). DfE statutory guidance [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) paragraphs 66-81 provide further detail on the requirements for Secondary Schools' RSE curriculum provision and delivery. The policy also follows the requirements set out in the Equalities Act 2010: [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

## Definition of RSE

RSE covers 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. HE is about supporting students to make well informed, positive choices for themselves that seek to support their own health and wellbeing.

## Attitudes and values framework

The RSE programme reflects the ethos and aims of the school. It is always taught with due regard to moral and legal considerations and with the explicit values of family life and loving, supportive relationships. Among the values promoted are:

- respect for oneself and other people
- positive self-esteem
- taking responsibility for one's actions in all situations
- love and care for others in relationships
- honesty, loyalty and responsibility in relationships
- sensitivity towards the needs and views of others
- recognition of the physical, emotional and moral implications, and risks, of certain types of behaviour
- recognition, acceptance and appreciation of diversity with an absence of prejudice
- critical thinking as part of decision making

## Personal and social skill development

Among the skills developed are:

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make safe choices based on accurate information
- developing an appreciation of the consequences of choices made

- empowering students with the skills to be able to avoid inappropriate pressures (both as exploited or exploiter)

## Content

Ranelagh provides a planned RSE curriculum through the following:

- The Science National Curriculum outlines the content of the statutory RSE at Key Stages 3 and 4. This covers anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.
- RSE at Key Stages 3 and 4 includes the following topics: respectful and healthy relationships, including friendships; being safe; consent; intimate and sexual relationships including sexual health; online safety.
- Other curriculum areas such as Religious Education also contribute to aspects of the RSE curriculum.

Students will be taught how to judge when they or someone they know needs support and where they can seek help if needed.

The curriculum is taught within the context of family life. Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances. The curriculum will include noting that families can consist of single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures. Delivery of the curriculum will reflect sensitively that some children may have different types of support around them than others e.g. children in care or young carers.

In addition to the promotion of attitudes and values and the development of personal and social skills outlined above, the key areas of **knowledge and understanding** are:

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy and the issues relating to teenage pregnancy
- the avoidance of sexually transmitted infections
- how the law applies to sexual relationships

Learning outcomes of RSE at Key Stage 3 and Key Stage 4 are listed in Appendix 1.

## Organisation

### a) Responsibility for coordination

The coordination of RSE is the responsibility of the Assistant Headteacher, (with responsibilities for Student Support and Guidance). The Curriculum Leaders for RE and Science and Heads of Year also have responsibility for parts of it.

### b) Delivery

RSE is not delivered in isolation but is firmly embedded in all curriculum areas, including PAL, RE and Science.

### c) Staffing

The specified PAL lessons are normally delivered by a specialist teacher in mixed gender and ability groups. Other staff who may deliver aspects of RSE are encouraged to access appropriate training and support.

### d) Visitors

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE e.g. the School Nurse, the Police and Youth Service workers.

**e) Teaching strategies**

A variety of teaching strategies are used including teacher exposition, debates, discussion, project learning, research, distancing techniques, role play, ICT, film clips, outside speakers, individual and group work activities which encourage reflection. Active learning methods are used at all times.

**f) Resources**

A wide variety of materials are available to teachers and for inspection by parents on request.

**g) Monitoring and evaluation**

This is conducted through some lesson observation. PAL lessons are a regular agenda item Heads of Year meetings. There are also a variety of informal activities built into the programme involving discussion with and written evaluations by the students.

### Specific issues

The following issues may occur within RSE:

**a) Use of visitors**

***Code of Practice for using visitors to support the delivery of RSE***

- Visitors are invited in to school because of their particular expertise or contribution they are able to make; invitations to visitors to be agreed by the Headteacher or designated Assistant Headteacher
- All visitors are expected to work with the school's RSE policy and on the instructions of the Headteacher
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised and supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

**b) Confidentiality**

- Staff always ensure that students know that teachers cannot offer unconditional confidentiality.
- All students are offered sensitive and appropriate support as needed.
- Students are encouraged to talk to their parents and carers and supported to do so.
- Information about sources of help is made available e.g. school nurse, helplines, support groups via the school safeguarding page on the website: <https://ranelagh.bonitas.org.uk/school-information/safeguardingkeeping-safe/>
- If there is any possibility that a child may be at risk or putting others at risk, the school's Safeguarding procedure is followed. Staff will reassure students that their best interests will be maintained and any child concerned will be supported through the process.

**c) Dealing with questions**

- Ground rules established with the class set clear parameters of what is appropriate and inappropriate in a whole class setting.
- Both formal and informal RSE may arise from students' questions and these are answered according to the age and maturity of the pupil concerned within the ground rules established at the start of the lesson. Questions may be addressed individually later if more appropriate.
- Staff are given appropriate support, advice and training for dealing with questions.
- If a teacher is concerned, they will follow the Safeguarding procedures.

**d) Controversial and sensitive issues**

All RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have different opinions. However, RSE is always taught with due regard to moral and legal considerations and with the explicit values of family life and loving, supportive relationships. It is an important aspect of RSE lessons to dispel myths and inaccurate information, to clarify understanding and to counteract prejudice.

**e) Withdrawal from RSE lessons**

Parents have the right to withdraw their children from the non-statutory/non-science 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 on the student's educational file. The Headteacher will discuss the request with parents and take appropriate action. See Appendix 2 for a copy of the withdrawal form.

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

**Inclusion**

- **Students with special needs**

All young people will receive sex and relationship education. Provision is offered that is appropriate to the particular needs of individual students; specialist advice is sought where necessary.

- **Sexual identity and orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSE is relevant to them.

- **Ethnic and cultural groups**

We are sensitive to the needs of different ethnic groups and will respond to parental concerns and requests.

**Dissemination**

All staff and governors receive a copy of this policy.

The full policy is published on the school website.

Copies of the full policy and programmes of work are available on request to parents through the Headteacher and Chair of Governors.

**Monitoring Arrangements**

The delivery of RSE is monitored by the Assistant Headteacher, Student Support and Guidance through: learning walks, student questionnaire and lesson observation.

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

For further useful links please see Appendix 3.



Appendix 1: By the end of secondary school students should know (content outlined in the Department for Education *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, June 2019)

## Relationships and Sex Education

| RSE TOPIC | STUDENTS SHOULD KNOW  |
|-----------|---|
| Families  | <ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul> |



| RSE TOPIC                                       | STUDENTS SHOULD KNOW  |
|---|---|
| Respectful relationships, including friendships | <ul style="list-style-type: none"><li>• 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</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• 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)</li><li>• 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</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li><li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li><li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li><li>• 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</li></ul> |



| RSE TOPIC        | STUDENTS SHOULD KNOW  |
|------------------|---|
| Online and media | <ul style="list-style-type: none"><li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li><li>• 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</li><li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li><li>• What to do and where to get support to report material or manage issues online</li><li>• The impact of viewing harmful content</li><li>• 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</li><li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li><li>• How information and data is generated, collected, shared and used online</li></ul> |
| Being safe       | <ul style="list-style-type: none"><li>• 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</li><li>• 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)</li></ul>   |



| RSE TOPIC  | STUDENTS SHOULD KNOW  |
|--|---|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li><li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li><li>• That they have a choice to delay sex or to enjoy intimacy without sex</li><li>• The facts about the full range of contraceptive choices, efficacy and options available</li><li>• The facts around pregnancy including miscarriage</li><li>• 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)</li><li>• 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</li><li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul> |



## Health Education

| HE TOPIC                  | STUDENTS SHOULD KNOW  |
|---------------------------|---|
| Mental wellbeing          | <ul style="list-style-type: none"><li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li><li>• That happiness is linked to being connected to others.</li><li>• How to recognise the early signs of mental wellbeing concerns.</li><li>• Common types of mental ill health (e.g. anxiety and depression).</li><li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li><li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li></ul>  |
| Internet safety and harms | <ul style="list-style-type: none"><li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li><li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li></ul> |
| Healthy eating            | <ul style="list-style-type: none"><li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li></ul>  |



| HE TOPIC                   | STUDENTS SHOULD KNOW  |
|----------------------------|---|
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"><li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li><li>• The law relating to the supply and possession of illegal substances.</li><li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li><li>• The physical and psychological consequences of addiction, including alcohol dependency.</li><li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li><li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li></ul> |
| Health and prevention      | <ul style="list-style-type: none"><li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li><li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li><li>• (late secondary) the benefits of regular self-examination and screening.</li><li>• The facts and science relating to immunisation and vaccination.</li><li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li></ul>  |
| Basic first aid            | <ul style="list-style-type: none"><li>• Basic treatment for common injuries.</li><li>• Life-saving skills, including how to administer CPR.</li><li>• The purpose of defibrillators and when one might be needed.</li></ul>   |



## Appendix 2: Parent Form - Withdrawal from Sex Education within RSE

Please complete and return to school **'For the attention of the Headteacher'**

| TO BE COMPLETED BY PARENTS  |  |      |  |
|---|--|------|--|
| Name of child   |  | Form |  |
| Name of parent  |  | Date |  |
| Reason for withdrawing from sex education within Relationships and Sex education provision (*on curriculum map) |  |      |  |
| <br><br><br><br><br><br><br><br><br><br>  |  |      |  |
| Any other information you would like the school to consider   |  |      |  |
| <br><br><br><br><br><br><br><br><br><br>  |  |      |  |
| Parent signature  |  |      |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |



## Appendix 3: Useful Links

### **CHURCH OF ENGLAND GUIDANCE**

<https://www.churchofengland.org/more/media-centre/stories-and-features/relationships-and-education>

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

[https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)

### **GENERAL RSE GUIDANCE**

<https://learning.nspcc.org.uk/media/1682/briefing-summary-dfe-guidance-relationships-education-sex-health-education-england.pdf>

### **DFE GUIDANCE**

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

<https://www.gov.uk/government/publications/education-for-a-connected-world>

### **NATIONAL CURRICULUM**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/840002/Secondary\\_national\\_curriculum\\_corrected\\_PDF.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf)

### **SUGGESTED LESSON/ LEARNING RESOURCES**

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/>

<https://www.dosreforschools.com/>

<https://www.dove.com/uk/dove-self-esteem-project.html>

<https://bettyforschools.co.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/>

<https://swgfl.org.uk/resources/so-you-got-naked-online/>

<https://www.youtube.com/watch?v=Ur8G8kOYEfl&feature=youtu.be>

<https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-L8R-Youngers-3/zvmp47h>



<https://www.bbc.co.uk/teach/gcse-national-5-pshe-modern-studies/zfwtrj6>

<https://nationalonlinesafety.com/lesson-plans>

<https://www.themix.org.uk/sex-and-relationships>