



RSE Policy

Key Document Details

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Linked Policies

Safeguarding and Child Protection Policy, Prevent Duty Guidance, Curriculum Policy, Behaviour for Learning, Anti Bullying, Equality and Diversity Statement, E-Safety and Online Safeguarding, Educational Visits

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Purpose

Relationships and Sex Education and Health Education (RSE) is lifelong learning about wellbeing, health and relationships. It involves building students' self-efficacy and enabling them to make sound decisions when facing risks, challenges and complex contexts. RSE and Health Education will help students to develop resilience, to know how and when to ask for help, and to know where to access support. It will also prepare young people for the opportunities, responsibilities and experiences of adult life.

The objective of a clear policy is to support young people through promoting their spiritual, moral, social, cultural, mental and physical development. It will also support them in forming positive beliefs, values and attitudes.

Young people need to learn to respect themselves and others as they move with confidence through adolescence and the opportunities, responsibilities and experiences of adult life. It is about the understanding of the importance of marriage for family life, stable loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity; this would be inappropriate teaching.

This policy also reflects the principles and guidance laid down in the Swindon Borough Council Guidance for RSE and the PSHE Association frame work.

To support and empower young people to have the confidence to make safe and informed choices about relationships and about whether to become sexually active. This will reduce the health inequalities that result from unsafe sexual relationships and unprotected sex and, in doing so, will enhance life chances and long term health.

CONTENT

Sex and Relationship Education has thirteen main themes: -

- 1. Families**
- 2. Respectful relationships, including friendships**
- 3. Online and Media**
- 4. Being Safe**
- 5. Intimate and sexual relationships, including sexual health**
- 6. Mental wellbeing**
- 7. Internet safety and harms**
- 8. Physical health and fitness**
- 9. Healthy eating**
- 10. Drugs, alcohol and tobacco**
- 11. Health and prevention**
- 12. Basic first aid**
- 13. Changing adolescent body**

B. ORGANISATION OF THE CURRICULUM

1. Some elements of RSE and Health Education are taught through Science lessons, Computing lessons and P.E. lessons (please see RSE and Health Education Whole School Audit).
2. As part of the government statutory guidance, RSE and Health Education is taught across the mentoring programme in designated PSHE weeks, Immersion Days and the Key Stage 4 PSHE Curriculum. This builds up appropriate knowledge of relationship and sex education for the appropriate age ranges. The Schemes of Learning and accompanying resources for all KS4 lessons and PSHE themed Immersion Days are planned by the Subject Leader for PSHE. All resources for the designated PSHE weeks are created either by the Subject Leader for PSHE or a member of the Pastoral Team.
3. Where matters of a sexual nature arise in other areas of the curriculum, discussion will be limited by the subject teacher to what is relevant, and will remain within the context of that particular curriculum area.
4. For the content of the Relationships, Sex and Health Education programme, see the government statutory guidance and the PSHE Education Programme of Study 2017.
5. Teaching will be based on a variety of interactive and participatory teaching methods to ensure all students are fully involved and engaged in the lessons, Immersion Days and designated PSHE weeks. Specialist resources will be used where appropriate e.g. Contraception and STI kit to help bring learning to life for the students.

C. RESPONSIBILITY

1. The responsibility for the effective delivery of this programme in the classroom lies with the class/group teacher.
2. The responsibility for the development of a programme which meets all legal requirements as well as the needs of young people lies in a liaison between the Subject Leaders of PSHE, Science and RE.
3. The staff who deliver the RSE programme will have trained experience and will be sympathetic to the sensitivity of RSE issues for young people.

D. PARENTS AND CARERS

1. Information on RSE delivery across the school is contained in the curriculum planning document.
2. They are encouraged to discuss at any time the content and delivery of the SRE programme with the Subject Leader of PSHE and to let the Subject Leader of PSHE know by email if they have any concerns about their child being taught RSE.
3. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the head teacher may want to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will want to document this process to ensure a record is kept.

Staff should encourage parents/carers to discuss their reasons fully with the Subject Leader of PSHE. The procedures for this are as follows:

- If the Subject Leader of PSHE receives a letter from parents/carers requesting their child's withdrawal from the Sex Education module of RSE, the Subject Leader of PSHE will contact the parents/carers to make the appropriate arrangements.

4. The student will then undertake independent study in Student Support or the Hub. The Assistant Principal and PMCO will be notified in advance of any student not participating in the SRE programme. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
5. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
6. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

E. CONTRIBUTION OF OUTSIDE BODIES

1. Use is made of teaching resources from a number of agencies including Healthy Schools, PSHE Association, NSPCC, British Heart Foundation, econoMe, Cifas and the Home Office.
2. The school's medical and nursing service is informed of the content of the programme.
3. The School Health Nurse and Swindon Lifestyles disseminate information on local and national trends linked to teenage pregnancy, sexually transmitted infections and abortion rates.
4. The Healthy Schools Coordinator for Swindon is working with The Ridgeway School & Sixth Form College to develop PSHE and to make sure that lessons delivered in RSE are to the highest standard and appropriate for the age group to which they are being delivered.

F. INDIVIDUAL ADVICE AND COUNSELLING

1. Matters of an individual nature pertaining to sex and sexuality are referred to the Safeguarding Lead/School Health Nurse.
2. No direct advice (e.g. about contraception) is offered; students seeking help are advised to discuss the matter with:
 - Their parents, guardians or appropriate relatives
 - Their family doctor
 - Family Planning Agency
 - School Health Nurse
3. Any particularly explicit issues raised by students will not be discussed in class and the student will be advised to discuss such matters with those listed above.

G. CONFIDENTIALITY AND CHILD PROTECTION ISSUES

1. Staff must be aware of the Confidentiality Policy and school Child protection procedures before delivering RSE.
2. Staff need to be aware that effective RSE brings an understanding of what is and is not acceptable in a relationship. This could lead to the disclosure of a child protection issue. If a member of staff (teaching or non-teaching) suspects that a student is a victim of abuse or they have reason to believe there is a risk of abuse they should contact the School's Safeguarding Lead.
3. Staff should provide students with the information they need to be able to access confidential support in sexual matters either in or out of work.
4. Staff are not able to offer students or their parents/carers unconditional confidentiality. If information is disclosed that indicates harm may be caused to a student, they need to pass it on to the Safeguarding Lead. This situation should be made clear to the student/parent/carer. Students should be encouraged to seek support from their parents/carers.

H. TRAINING

1. All lessons are planned by a specialist who is in contact with outside agencies responsible for the guidance of teaching RSE to young people. All teachers of RSE teach the same lessons to ensure consistency for students which satisfy the government's recommendations and school policy.
2. The PSHE team are able to contact the Subject Leader for PSHE at any time with any queries they have regarding the appropriate teaching of RSE.
3. The Subject Leader for PSHE works with the Healthy Schools Coordinator for Swindon to ensure that RSE planning is appropriate and up-to-date for students.

I. PROCEDURES FOR MONITORING AND REVIEW

1. Parents' views are welcomed at any time - the email address of the Subject Leader of PSHE is available on the school website to facilitate this.
2. The Subject Leader for PSHE is responsible for considering issues raised by any of the evaluation procedures.

J. COMPLAINTS PROCEDURE

1. Complaints about content and/or delivery of the RSE programme will be addressed according to the school's Complaints Procedure.

APPENDIX A

The Delivery of RSE and Health Education at The Ridgeway School and Sixth Form College

Year 7

- RSE Immersion Day 4
- Friendships & Peer Pressure
- Cyberbullying
- Being a good citizen
- Being yourself
- Raising awareness about drugs

Topics covered include:

Male and female reproductive organs
Physical and emotional changes in puberty
Processes leading to/and fertilisation
Stages of menstruation
Managing feelings and emotions
Different types of relationships
Healthy and unhealthy relationships

Year 8

- Substances Immersion Day 3 (alcohol, drugs and smoking)
- Body Image
- Anti-bullying
- Dangers of Social Media
- Global Issues
- Self-esteem & wellbeing (self-harm)
- Drugs & Smoking

Topics covered include:

Sexting

Year 9

- RSE Immersion Day 3
- Healthy Relationships- Forced Marriage
- Anti-bullying
- Dangers of Social Media
- Terrorism (ISIS)
- Wellbeing
- Drug Trafficking and Knife Crime

Topics covered include:

Consent
Getting intimate
Contraception
STI's
Sexting and Internet Safety
Teenage Pregnancy

Year 10

- Healthy Lifestyles Immersion Day 2
- Wellbeing & Friendships
- Anti-bullying
- Social Media Misuse
- Respect in Society (Racism)
- Anxiety and finding a safe space
- Drugs & Gangs

Year 11

- Healthy Eating
- Anti-bullying
- E-safety in the workplace
- The labour market
- Sleep and managing stress