



RICKMANSWORTH SCHOOL

Relationships & Sex Education Policy

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Table of Contents

OVERVIEW	1
Purpose	1
Review Process	1
Aims	2
Statutory requirements	2
Policy development	2
Definition	3
Curriculum	3
Delivery of RSE	3
Roles and responsibilities	4
The Governing Body	4
The Headteacher	4
Staff	4
Students	4
Parental involvement and Parents' right to withdraw	5
Training	5
Monitoring arrangements	6
Appendix 1: By the end of secondary school students should know...	7
Appendix 2: Parent form: withdrawal from sex education within RSE	9

OVERVIEW

Purpose

The overall purpose of the RSE policy is to equip our students with the skills and knowledge to be able to make fully informed decisions in all aspects of their life; including relationships, and healthy choices.

A reference copy of this document is kept on the shared drive and it will be brought to the attention of all members of staff.

Review Process

This document will be reviewed in accordance with our policy review process on a yearly basis or on the introduction of new or amended relevant legislation.



Tony Walker
CHAIR OF GOVERNORS



Matt Fletcher
HEADTEACHER

Aims

We want the best for our students and this includes them leaving school with the skills and knowledge to be able to make fully informed decisions in all aspects of their life; including relationships, career choices, financial decisions and healthy choices.

The aims of relationships and sex education (RSE) at Rickmansworth are to:

- Provide a framework in which sensitive discussions can take place
- 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 issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Our RSE policy has been created to consider the range of religious and cultural views about sexual behaviour whilst still ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to the areas specified in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#) (2019), for example, marriage and female genital mutilation (FGM).

Statutory requirements

We have a legal obligation to provide RSE to all students as per the [Children and Social work act 2017](#). We are required to teach RSE in line with the statutory guidance laid out in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#) (2019).

In teaching RSE, we must have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a working group was established to collate the relevant information including reviewing the previous policy in conjunction with relevant national and local guidance.

2. Staff consultation – school staff were given the opportunity to review previous policy as part of the working group and make recommendations for the structure of the curriculum map.
3. Parent/stakeholder consultation – parents were invited to complete a survey and provide views on the structure of the curriculum map. RSE was also discussed at the Parent Panel.
4. Student consultation – we investigated exactly what students want from their RSE and when they think they should be learning key “concepts”. KS4 and KS5 students were invited to complete a survey and provide views on the structure of the curriculum map.
5. Ratification – the policy was shared with governors and ratified following the consultation.

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.

Curriculum

Our curriculum is set out to consider students physiological, biological and intellectual development as well as their general curiosity. Where required and appropriate the curriculum will be adapted to meet the needs of our students.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The RSE curriculum overview is available on the school website.

Delivery of RSE

RSE is taught as part of PSHE which delivers the personal, social, health and economic education curriculum. Students have an hour a fortnight dedicated to PSHE. Form tutors deliver PSHE as they already have an understanding of the pastoral needs of their tutees. Biological aspects of RSE are taught within the Science curriculum, and the religious, ethical and moral aspects are included in the Religious Studies (RS) curriculum.

Students may also receive stand-alone sex education sessions delivered by trained health 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
- Knowing where to receive well-informed support

For more information about our RSE curriculum, see Appendix 1 and the school website

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).

RSE will continue to be delivered as part of the school's dedication to provide remote learning during circumstances which require it. PSHE is a timetabled lesson which students are expected to attend remotely where a full timetable is taught remotely. Resources, lesson content, or the curriculum map may be adapted after considering the impact that remote learning may have on the delivery of sensitive content.

Roles and responsibilities

The Governing Body

The Governing Body 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 or non-scientific components of RSE (see section 'Parental involvement and Parents' right to withdraw')

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Correcting misinformation
- Monitoring progress
- Responding to the needs of individual students

- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory or non-scientific components 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 or the Personal Development Leader.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat the subject content and one another with respect and sensitivity. Delivery of the content will be made accessible to all students, including those with SEND, through a range of teaching activities which engage students and enable appropriate and respectful questioning.

Parental involvement and Parents' right to withdraw

We work closely with parents to ensure they are fully aware of what is being taught and provide additional resources and support through sharing of materials and the curriculum map. As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view some materials and resources used will be made available.

Parents have the right to withdraw their children from some or all components of sex education within RSE up to and until 3 terms before the child turns 16. Parents are not able to withdraw students from Relationships or Health Education. 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 using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher or appropriate member of the Senior Leadership Team will discuss the request with parents and take appropriate action.

The Headteacher, or appropriate member of the Senior Leadership Team will;

- Discuss the request with parents, and as appropriate, with the child.
- Clarify the nature and purpose of the curriculum
- Discuss the benefits of receiving this important education
- Explain the detrimental effects of withdrawal, including social and emotional effects of 'exclusion'
- Discuss the potential consequences of students gaining ill-informed information through their peers' version
- Discuss the potential consequences of students gaining ill-informed information through personal curiosity and research
- Take into account the specific needs arising from a student's Special Educational Needs (SEND).

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

Training

Staff are trained on the delivery of RSE as part of staff training and it is included in our continuing professional development calendar.

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 Personal Development Leader and the Pastoral Deputy Headteacher through:

- Joint planning and evaluation of resources
- Evaluation of delivery
- Staff Voice
- Student Voice
- Learning Walks

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

This policy will be reviewed annually by the Personal Development Leader. At every review, the policy will be approved by the Governing Body.

Appendix 1: By the end of secondary school students should know...

Below is an overview of the information laid out in the statutory RSE requirements as laid out in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#) (2019)

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● 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 ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ● 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● 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) ● 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 ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● 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
Online and media	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● 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 ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them

	<ul style="list-style-type: none"> ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● 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 ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> ● 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 ● 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● 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 ● 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 ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● 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) ● 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 ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of student		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher/SLT Signature	

A Copy of this document will be placed on record in the student's file.