

Relationships and Sex Education Policy

Richmond School

Document Control Table

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Introduction

This policy incorporates advice from the [North Yorkshire Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision \(2019\)](#) and the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#). It also meets safeguarding responsibilities as set out in the [Keeping children safe in education \(2022\)](#), the [Equality Act 2010](#) and an understanding of the [Education Inspection Framework from Ofsted \(updated 2022\)](#) and links to the Relationships and Sex Education and Health Education.

This policy links to the following Richmond School and Sixth Form College policies and curricula:

Policies	Curricula
<ul style="list-style-type: none">● Child Protection Policy● Behaviour Policy● Bereavement Policy● SEN Policy	<ul style="list-style-type: none">● IT curriculum● Science curriculum● PE curriculum● Philosophy and Ethics curriculum

The government announced that Relationships Education, Relationships and Sex Education, and Health Education will become statutory for all schools in September 2020. The final guidance was published in June 2019. We have planned for the statutory content to be delivered through the Learning 4 Life curriculum (Years 7-11) and through other curriculum opportunities across the school, using subject expertise to deliver bespoke education.

The policy has been approved by the Local Governing Body and will be shared with staff and parents/ carers on the school website.

The importance and purpose of Relationships and Sex Education

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality, gender identity, sexual orientation and sexual health. It should support students to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives students essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Relationship and Sex Education is vital in fulfilling our statutory duty to protect and safeguard our students, to promote their wellbeing and to prepare them for the physical and emotional changes, challenges, opportunities and responsibilities of adult life. Because of the personal, social and sensitive nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. Our whole school ethos and CREDIT values support a safe learning environment for RSE. Technology is evolving at a tremendous pace and the need to protect children from inappropriate online content, cyber- bullying and exploitation is a growing concern. It is therefore an important aspect of our PSHE programme.

In summary, this means we have a duty that Relationships and Sex Education at Richmond School and Sixth Form College will be age appropriate, building knowledge and life skills over time in a way that prepares students for issues they may face in their future.



The Relationships and Sex Education Curriculum

The majority of the Relationships and Sex Education (RSE) statutory content is delivered through weekly Learning 4 Life lessons in tutor time, although some elements of the curriculum are covered by the statutory requirements of the science curriculum. The curriculum is also complemented by content delivered in other subject areas, which can be found in the curriculum area of the school's website.

The RSE curriculum and Health curriculum delivered through Learning 4 Life lessons covers:

Relationships and Sex Education	Health Education
<ul style="list-style-type: none"> ● families ● respectful relationships, including friendships ● online and media ● being safe ● intimate and sexual relationships ● sexual health 	<ul style="list-style-type: none"> ● mental wellbeing ● internet safety and harms ● physical health and fitness ● healthy eating ● drugs, alcohol and tobacco ● health and prevention ● basic first aid

Within the broader categories listed above, students also learn about and explore issues related to:

Attitudes and values

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenging stereotypes and gender expectations for both boys and girls (including the gender expectations of sex portrayed through pornography)
- developing critical thinking as part of decision making

Personal and social skills

- learning to be a confident speaker and to put forward their own ideas and listen to those of others in a way that is sensitive and thoughtful
- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- being equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- exploring and developing the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- developing assertiveness skills to manage negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they



are being abused or exploited

- learning how to recognise pressure and ways of dealing with it
- understanding a range of different families, sexualities and the gender spectrum, and being able to challenge transphobic, homophobic and bi-phobic language and bullying to make all people feel included
- being able to take responsibility for and have respect for their bodies, wellbeing and sexual health
- developing the knowledge and skills to be able to seek appropriate help

Knowledge and understanding

- learning and understanding physical and emotional development at appropriate stages
- learning that their body belongs to them and that they can say who has access to it
- learning and implementing strategies to keep safe both on and offline (including inappropriate content, cyberbullying and exploitation)
- considering the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- learning about contraception, protection and the importance of protecting against STIs, HIV and AIDS and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefit to be gained from such a delay
- the avoidance of unplanned pregnancy
- learning about the law and sexual consent

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. There are many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be aware of the relevant legal provisions when relevant topics are being taught, for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours, including image and information sharing (i.e. 'sexting', youth produced sexual imagery, nudes etc.)
- pornography
- abortion
- sexuality
- substance misuse
- violence and exploitation by gangs
- extremism/ radicalisation
- criminal exploitation (e.g. through gang involvement or county lines)
- hate crimes and discrimination against protected characteristics
- female genital mutilation (FGM)

The curriculum has been sequenced in order to be age appropriate and for knowledge and skills to build up over time through the curriculum from Year 7 to Year 13.



The content is delivered through a Learning 4 Life program which:

- is student centred, teaching and encouraging students to speak confidently and openly about a range of topics
- creates an atmosphere where questions and discussions can take place without embarrassment
- caters for students' needs and is sensitive to individuals and groups
- assists students to understand their personal responsibilities for their own bodies
- enables students to accept variations in rates of physical, social and emotional development
- provides reassurance that change is part of life and enables students to develop strategies for coping with change
- enables students to communicate about any unwanted invasion of personal body space and/ or to their body
- raises awareness of sources of help and enables students to acquire the skills and confidence to seek out and engage with external advice and support
- provides ongoing reminders through various channels of who students can speak to in school should they need support for themselves or someone else
- ensures a response to current practice, developments and incidents in young peoples' lives both locally and nationally

The programme is delivered alongside the school's CREDIT values. Morality is an essential part of relationships and sexuality. The RSE programme will work towards promoting values that are important in society. These include:

- value for family life, friends and the wider community
- taking responsibility for choices and actions
- respect for individual and human rights
- respect for human dignity
- respect for diversity and minority groups

Assessing, monitoring, evaluating and reviewing the L4L curriculum

The work completed in Learning 4 Life lessons includes a range of discussion, written work and skills development. The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and the delivery of the curriculum. The views of students (via student voice and the GUNY survey), parents/ carers and staff are considered and this informs future planning of the wider Learning 4 Life programme on a regular basis.

The assessment of the Learning 4 Life curriculum should:

- be planned from the beginning as an integral part of teaching and learning
- ensure that all pupils make progress in achieving the expected educational outcomes for RSE and Health Education from September 2020
- provide regular opportunities for students to receive feedback on their progress and achievements, helping them to identify what they should do next
- enable pupils to identify their progress in developing knowledge, skills, understanding and attitudes through the taught programme



Roles and responsibilities

Student entitlement

The school regards access to a coherent programme of Relationship and Sex Education (RSE) as a fundamental right for all students and will provide age appropriate resources for all students. This is regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender, identity, religion, sexual orientation or looked after children. The programme is structured to emphasise the individual students' responsibility for the health of their own body and mind.

All aspects of the RSE curriculum are taught within a moral framework, and with due regard and sensitivity to the range of different values and beliefs within a multi-faith and multi-cultural society. We promote all students' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain and embed their understanding of British Values.

Parent/carer entitlement

We work with families, value their views and endeavour to keep them informed of the Learning for Life curriculum and RSE provision. The policy is published on the school website. Parents are given information about the programme prior to its delivery via the school website.

All parents/ carers have the legal right to withdraw their child from the Sex Education component of the RSE programme within Learning 4 Life lessons (not the Relationships of Health Education or Sex Education lessons in the science National Curriculum).

From September 2020 the request to withdraw can be respected up to and until three terms before a child turns 16 years of age. After that point, if the child wants to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms. A minority of parents/ carers may wish to do this, and in this event they should contact the school. The school will discuss individual cases with the family concerned and ensure appropriate, purposeful education during the period of withdrawal.

School Staff

The member of staff responsible for monitoring the provision of the Learning 4 Life curriculum will report progress to the Senior Leadership Team, and to the Local Governing Body. This member of staff is responsible for the implementation and quality of long-term and medium-term Learning 4 Life schemes of work, ensuring students make progress, ensuring staff are sufficiently trained and are confident to deliver the programme. They also ensure that procedures for assessment, monitoring and evaluation are in place, evaluating the programme and making recommendations for future development.

The Learning 4 Life programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum.



Staff will be provided with appropriate training where necessary to deliver the programme and ensure that they report any information or disclosure which raises a concern that a student may be at risk of significant harm as per school safeguarding procedures.

The Headteacher and Local Governing Body are responsible for ensuring that there is an up to date RSE policy and that this is delivered and resourced appropriately, well planned, led efficiently and is effectively managed. They are also responsible for ensuring that the Learning 4 Life curriculum is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Students have access to local sexual health provision including advice about sexual health and advice and support around contraception services and STI testing through appointments. Appropriate signposting to local support services including sexual health services is provided by the Pastoral team.

External Agencies

Visitors may be used alongside teaching staff to enhance the delivery of the Learning 4 Life curriculum. We will ensure that the visitor or visiting organisations' credentials have been appropriately checked and the information they provide fits with our planned program and published policy.

This policy is reviewed on an annual basis.

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