



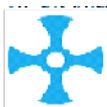
Being the best we can be

Relationships and Sex Policy

Richmond School

Document Control Table

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**Richmond School
& Sixth Form College**
Being the best we can be



**Stokesley School
& Sixth Form College**
Being the best we can be



Introduction

This policy incorporates advice from the [NYCC Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision](#)

And the [Sex and Relationship Education Statutory Guidance \(2000\)](#)

It also meets safeguarding responsibilities as set out in the [Keeping Children Safe in Education guidance](#), the [Equality Act 2010](#) and an understanding of the [Ofsted Inspection Framework](#) and links to the Relationships Education, RSE and Health Education.

This policy links to the following school policies/ curricula:

- Child Protection policy
- Behaviour Policy
- Bereavement Policy
- SEN Policy
- 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 for 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 governors 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 is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality 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 prepare them for the physical and emotional changes they will experience so they are better equipped for the challenges, opportunities and responsibilities of adult life. Because of the personal and social 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 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 program.

In summary, this means we have a duty that our RSE will be age appropriate, building knowledge and life skills over time in a way that prepares students for issues they will soon face.

The Relationships and Sex Education Curriculum

The majority of the RSE statutory content is delivered through weekly Learning for 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 and Health curriculum delivered through Learning for 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; and - 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; and - basic first aid. |
| <p>The law</p> <p>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:</p> <ul style="list-style-type: none"> - marriage; - consent, including the age of consent; - violence against women and girls; - online behaviours including image and information sharing (including ‘sexting’, youth produced sexual imagery, nudes etc.); - pornography; - abortion; - sexuality; - substance misuse; - violence and exploitation by gangs; | |



- extremism/ radicalisation;
- criminal exploitation (for example through gang involvement or county lines); - hate crime; and
- female genital mutilation (FGM).

Within the broader categories listed above, students learn about and explore:

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); and
- 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; and
- 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 and 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; and
- learning about the law and sexual consent.

The curriculum has been sequenced in order to be age appropriate and for knowledge and skills to build up over the course of study.

The content is delivered through a Learning for 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 program is delivered in keeping with the school's values. Morality is an essential part of relationships and sexuality. The RSE program 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; and
- respect for diversity and minority groups.

Assessing, monitoring, evaluating and reviewing the L4L curriculum.

The RSE program 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 used to make changes and improvements to the program on an ongoing basis.

The work completed in L4L lessons will be a range of discussion, written work and skills development.

The assessment of the L4L 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; and
- 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 program of relationship and sex education as a fundamental right for all students and will provide age appropriate courses 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 program is structured to emphasise the individual students' responsibility for the health of their own body and mind.

All aspects of the relationship and sex education 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.

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 program prior to its delivery via the school website.



All parents/ carers have the legal right to withdraw their child from Sex Education within the RSE program element of Learning for 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 sixteen. 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 so, 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 for Life curriculum will report progress to the Senior Leadership Team, and to the Governors. This member of staff is responsible for the implementation and quality of long term and medium term Learning for Life schemes of work, ensuring students make progress, ensuring staff are sufficiently trained and are confident to deliver the program, ensuring that procedures for assessment, monitoring and evaluation are in place, evaluating the program, and for making recommendations for changes to the program. The Learning for Life program is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum.

Staff will be provided with the appropriate training where necessary to deliver the program and ensure that they appropriately 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 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 for 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 for 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 will be reviewed annually

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