



Ripon Grammar School

Policy for Relationships and Sex Education (RSE)

1. Introduction

This policy takes full account of the school's legal obligations and reflects the national aims and priorities which reflect the DfE guidance on statutory Relationships, Sex and Health Education 2021. This and other relevant documents can be found in Appendix 1.

The government guidance on RSE is available at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The 1988 Education Act requires RGS to:

- Promote the spiritual, moral, cultural and physical development of students
- Prepare students for the opportunities, responsibilities and experiences of adult life

The school is responsible for meeting safeguarding responsibilities as set out in the Keeping Children Safe Guidance, meeting the requirements of the Equality Cct 2010 and meeting the Ofsted Inspection framework.

2. Policy

2.1 At RGS we encourage:

- Awareness, understanding and respect for self, including self-confidence and self-esteem
- Awareness and respect for others and their views
Consideration and responsibility for choices and actions
- An appropriate set of values to guide behaviour and relationships with others
- Responsibility and care for family, friends, school and the wider community
- Appropriate communication and social skills

2.2 RSE will deliver the following:

- learning about physical, moral, social and emotional development and understanding the importance of family life, stable and loving relationships, respect, love and care.
- teaching about sex and relationships, sexuality, sexual health including contraception and STIs, discussion of issues relating to consent in a relationship, sexualised behaviour (pornography), sexting, FGM, Forced Marriage, sexual exploitation, safeguarding, online safety, LGBT+ and how to access appropriate confidential advice and support.
- helping students learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

3. Procedures

3.1 Definitions

- Sex education is defined as knowledge of the human lifecycle e.g. the ways a baby could be conceived and born.
- Relationship education is defined as learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex 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 and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

3.2 Parental right to withdraw their child from RSE lessons

- This RSE guidance (2020) has brought in changes to what a child can be withdrawn from in relation to RSE as more aspects have become statutory. A parent can request to withdraw their children from sex education if it does not fall under the National Curriculum for Science. Under the Government RSE guidance, parents cannot withdraw their children from Relationships or Health Education.
- Content on the changing adolescent body (puberty) is classed within Health education and therefore children cannot be withdrawn from these lessons.
- From September 2020 the request to withdraw can be respected up to and until three terms before a child turns 16. After that point, if the child wants to receive sex education rather than be withdrawn, the school must make arrangements to provide the child with sex education during one of those terms. If a child is withdrawn from sex education, it is the school's responsibility to ensure that the student receives appropriate and purposeful education during the period of withdrawal.
- Parents who wish to exercise their right to withdraw their child from Sex Education should contact the Headteacher or Head of PSHCEe at the start of a school year.

3.3 Child Protection and Confidentiality

- RGS has a responsibility to support its students and to carry out its functions with a view to safeguarding and promoting the welfare of students. In fulfilling this duty, we have due regard to guidance around safeguarding. Whilst children and young people have the same rights to confidentiality as adults, no student should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff with designated responsibility for Child Protection – Designated Safeguarding Lead and Deputy Designated Safeguarding Leads. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding guidance and procedures, take action as appropriate. Students will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

3.4 Organisation, Planning, Delivery and Resources

RSE is part of the planned PSHCEe programme. This is delivered in line with the Statutory Guideline for RSE and the National Curriculum for Science. The programme has been informed by a number of sources (see appendix 1) including data from the bi-annual survey 'Growing up in North Yorkshire'.

To ensure full coverage, RSE is delivered in three ways:

- Through designated curriculum time in PSHCEe lessons at KS3. RSE is often taught within other topics within PSHCE but also has dedicated topics such as Grooming in Year 8 and RSE in Year 9 amongst others.
- Through other curriculum areas (including Science, RE and English): these cross curricular links are important in the delivery of content of RSE but also make learning more meaningful and have a greater impact.

- Through pastoral support and the form tutor programme. This allows RSE coverage to be consistent from Year 7 all the way through to Year 13.

3.5 The Delivery of RSE

The delivery of RSE can be broken down to individual year groups.

- Year 7 – PSHCEe lessons (40 minutes a week), Science, IT and RE lessons, pastoral form times, assembly programme
- Year 8 – PSHCEe lessons (40 minutes a week), Science, IT and RE lessons, pastoral form times, assembly programme
- Year 9 – PSHCEe lessons (40 minutes a week), Biology, IT and RE lessons, pastoral form times, assembly programme
- Year 10: PSHCEe lessons, incorporating non examination RE course (40 minutes a week), Science and IT lessons, pastoral form times, assembly programme
- Year 11: PSHCEe lessons, incorporating non examination RE course (40 minutes a week), Science and IT lessons, pastoral form times, assembly programme
- Year 12 and 13 – Pastoral form times, enrichment programme, assembly programme

3.6 Staffing

The RSE delivery has been carefully programmed to ensure that staff are well trained to deliver the content.

- The PSHCEe Department has regular staff delivering the RSE content including the Head of PSHCEe and the SLT link. This allows for consistent and well monitored delivery of RSE. PSHCEe staff are supported by the Head of PSHCEe who will monitor and support with any training needs.
- The Science department (within Biology) deliver factual and physical aspects of RSE as part of the National Curriculum for Science.
- Pastoral staff meet with the Head of PSHCEe and the SLT link to ensure that the Statutory elements are being delivered as part of a coherent PSHCEe programme. Updated resources and guidance are shared with the pastoral team.
- All teaching staff will be given whole school training on the new guidance and updates will be shared with all teaching staff accordingly.

3.7 Assessing, Monitoring, Evaluating and Reviewing

The RSE programme is regularly monitored and evaluated. The views of those involved with the programme are used to make changes and improvements on an ongoing basis including the use of student voice and parental consultation.

The policy will be formally reviewed every two years for the following purposes:

- to review and plan the content and delivery of the programme of study for relationships and sex education
- to review resources and renew as appropriate
- to update training in line with current LA guidelines.

Responsibilities for reviewing:

- RSE will be assessed in accordance with the PSHCEe Department’s policy for Assessment and Reporting and the whole school reporting framework.
- The SLT link teacher will be responsible for monitoring the provision of RSE and for reporting the results to the Headmaster and to the Governor’s Pastoral Committee.
- The PSHCEe co-ordinator is responsible for evaluating the programme of work and for making changes to the programme.

3.8 Consultation on RSE Provision

Parental Consultation

As part of the statutory guidelines on RSE from September 2020, parents should be consulted on the RSE policy and the RSE provision within schools. Parents will be consulted on the RSE provision at RGS in the following ways:

- Through being invited to view the RSE policy
- Through making the aspects that parents can withdraw their children from clear
- Through inviting parents to communicate with the school regarding the RSE content

Staff Consultation

Staff will be made aware of the updated policy and the effects of the statutory changes. This will be conducted in the following ways:

- Whole staff training on the statutory changes (delivered by NYCC, SLT Link and Head of PSHCEe)
- Meetings with the pastoral team to monitor and review RSE delivery during form time
- Teachers of PSHCEe will have specific guidance from the Head of PSHCEe in relation to the RSE statutory guidance.

3.9 Confidentiality and Safeguarding Issues

Disclosures

Due to the nature of RSE content, there is an increased potential for student disclosures. Underlying any disclosure is the schools and staff's responsibility for safeguarding our students.

Staff delivering RSE are prepared to address disclosures in several ways:

- As part of the safeguarding policy, all staff are required to be aware of, understand and implement the safeguarding procedure. The safeguarding policy is kept up to date and monitored by SLT link.
- PSHCEe staff have support from the Head of PSHCEe and the SLT pastoral link on handling sensitive issues and this is addressed in the September training day each year with the departmental staff.
- Ground rules are established at the beginning of the academic year in PSHCEe lessons but are revisited prior to RSE topics. This is built into the planned programme and there is dedicated curriculum time.
- Close links with NYCC Health and Wellbeing coordinator – including whole staff training on RSE.

Accessing Confidential Advice

As part of the PSHCEe curriculum and pastoral support students will be guided towards support appropriate for young people. Students will be informed as to when, how and where they can gain further support including confidential support as part of the planned PSHCEe curriculum.

Students have the opportunity to speak to the school health worker onsite. If required, the student will be provided details for Yorkshire Sexual Health where they can attend clinics at Ripon Community Hospital or (post covid) via website or telephone. <https://www.yorsexualhealth.org.uk/#>

4 Roles and Responsibilities

4.1 The Head of PSHCEe responsibilities are to:

- Ensure that all staff are confident in the skills to teach and discuss RSE issues
- Consider the needs of all students and in order to achieve this may need to address some specific issues
- Consult with students to infer RSE provision
- Ensure staff have access to appropriate training
- Monitor and advise on organisation, planning and resource issues across RSE provision
- Ensure procedures are in place for assessment, monitoring and evaluation
- Liaise with the pastoral team with responsibility to RSE
- Review/update the policy on a two-year cycle or sooner if necessary
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using appropriate materials
- Liaise with the Headmaster to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach
- To coordinate the parental consultation on RSE provision with the senior leadership team.

4.2 The Headmaster's responsibilities in respect of RSE are to:

- Work with the governors to ensure compliance with the statutory guidance
- Liaise with the Head of PSHCEe
- Keep the governing board fully informed of the issues and progress in RSE
- Act upon any concerns which may arise from student disclosure during RSE sessions
- Ensure parents/carers are consulted regarding the RSE provision at RGS
- Ensure parents/carers are informed when they will be taught RSE to support a partnership approach.

4.3 The Governing board

- The Governing board - in co-operation with the Headmaster - are expected to involve parents, children and young people, and health and other professionals to ensure that RSE addresses the needs of the community, education and health priorities, and the needs of children and young people
- The governing board have the responsibility through the statutory guidance 'Keeping Children Safe in Education' (September 2022), "to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.' This may include covering relevant issues through personal, social, health and economic education (PSHE), and RSE'

4.4 External Agencies

- Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with RGS, external contributors are, at times, invited into school to add value and bring to the classroom additional experience, skills and knowledge. External agencies will be selected and reviewed to ensure their contribution adds value to the RSE curriculum and meets all current guidance.

Policy reviewed: December 2022

Appendix 1: Linked Policies

This RSE policy document is linked to other RGS policy documents.

- Safeguarding/ Child Protection
- Confidentiality policy
- Anti-bullying policy
- PSHCEe Policy
- E-safety/ ICT Policy
- Science Policy
- Equality and Diversity Policy
- Assessment Policy

In addition the following policies support the delivery of RSE

North Yorkshire Guidance on developing a Relationships and Sex Education Policy and implementing effective provision <http://healthyschoolsnorthyorks.org/wp-content/uploads/2020/06/NYCC-Relationships-and-Sex-Education-guidance-for-schools-May-2020-2.pdf>

Relationships and Sex and Health Education Government guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Relationships, Sex and Health Education Parental Leaflets <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Handling complex issues safely in the classroom - guidance from the PSHE Association <https://www.pshe-association.org.uk/system/files/2018%20-%20Handling%20complex%20issues%20safely%20in%20the%20PSHE%20classroom.pdf>

Science National Curriculum <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3>

Religious Education Non Statutory Guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

Computing National Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239067/SECO_NDARY_national_curriculum_-_Computing.pdf

Keeping Children Safe in Education – statutory guidance 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Education Reform Act 1988 <http://www.legislation.gov.uk/ukpga/1988/40/contents>

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