Ruislip High School RSE and PSHE Policy

November 2024

Approved by Local Governing Body

Chair of Governors: John Garner

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Contents

1. Introduction and definition

Relationships and Sex Education (RSE) is lifelong learning 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 acquiring information, developing skills, forming positive beliefs, values, attitudes and personal empowerment to deal with situations within relationships and the family unit.It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. RSE involves a combination of sharing information, and exploring issues and values.

At Ruislip High School, RSE is not about the promotion of sexual activity but a greater understanding of the ways to stay safe in this area. It is taught as part of the broader Personal, Social and Health Education (PSHE) curriculum.

RSE, as part of the PSHE education curriculum, is vital to the development of the students at Ruislip High School. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key component in our approach to safeguarding our students through the curriculum.

2. Aims

The aims of relationships and sex education (RSE) at our school 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
- Promote equality, inclusion and social justice

3. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Ruislip High School we teach RSE as set out in this policy.

4. Policy development

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

- Review – a member of staff collated all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – the policy was shared with all parents and discussed at a Parent Voice meeting in the first instance. The Senior Leader in charge of Personal development attends at least one Parent Voice group per year. The content covered in lessons is shared with parents via the termly 'Topics to be Covered' information. In addition, information is shared in the RSE section of the school newsletter and parents are encouraged to provide feedback
- Student consultation – students were initially asked for their views and these will continue to be reviewed with the Year Team Councils and the School Parliament. Leaders continually seek students' views on content and how well the curriculum is meeting their needs. The school also responds to local, current and specific issues as they arise
- Safeguarding student forum - each year group has a safeguarding forum group that meets every half term. This group discuss important topics such as sexual harassment and provide vital feedback to the safeguarding team
- Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy has been written in accordance with the DfE RSE guidance. All updates will involve consultation with relevant stakeholders.

5. Curriculum

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 students are fully informed and don't seek answers online. The school also responds to local, current and specific issues as they arise. The curriculum has been planned to be age appropriate so as to build knowledge over time. For example, in Year 7 students learn about what constitutes a positive friendship and this builds progressively to Year 11 where students can identify the difference between a healthy/unhealthy relationship.

Our RSE and PSHE curriculum is set out as per Appendix 1.

5.1 Sex education

Sex education is compulsory and students are taught about sex and the law. This includes discussions around pornography, contraception and healthy relationships.

All lessons are age appropriate.and delivered in a sensitive way. The school recognises that some members of staff may need support to deliver this aspect and appropriate training and support is implemented as necessary.

5.2 Physical health and mental well-being

In addition to Cultural Studies lessons and the tutorial programme, students are taught about this aspect of the curriculum through PE and Year 7 and 8 Food Technology lessons.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Year 7, 8 and 11 students receive 2 hours of Cultural Studies lessons per week as well as tutorials. Year 9 receive 1 hour of timetabled RSE lessons in addition to tutorials. The Year 10 RSE programme is delivered weekly during tutorial sessions. Time is also allocated during Anti Bullying, Safeguarding, Equality and Safer Internet weeks so that external speakers can deliver age- appropriate presentations.

The biological aspects of RSE are taught within the science curriculum. Computer Science lessons at KS3 also include topics such as internet safety and online grooming.

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

The curriculum also covers online safety, sex education, mental health and prepares students for adult life.

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

6.1 Sensitive issues and questions

RSE lessons may consider questions or issues that some students may find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part. When students ask questions, teachers aim to answer them honestly, within the ground rules established. If it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. If a teacher is unsure of how to respond to a difficult question they are advised to explain that they will find out the most up-to-date information and share this at their earliest opportunity.

6.2 Assemblies

In addition to the tutorial programme assemblies are used as a vehicle to support the RSE curriculum. Topics such as sexual harassment, behaviour and choices and respect are covered. Assemblies are planned to complement the tutorial programme and are mapped out over time to cover a range of topics and are both proactive and responsive to the context of the school, local community and current events.

6.3 Equality and inclusion

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE programme is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in our school. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

The school ensures that all students have access to high quality RSE teaching and is mindful of the SEND Code of Practice 2014 and the increased vulnerability of some pupils to exploitation. The school also takes into account religious and cultural backgrounds.

6.4 Ethnic and cultural groups

This policy is sensitive to the needs of different ethnic groups and responds to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum. The school takes into account the religious background of students when planning teaching, so that topics can be handled sensitively.

6.5 Students with special needs

All students receive sex and relationship education, and are offered provision appropriate to their particular needs. Resources are adapted accordingly.

6.6 Vulnerable students

The School recognises that some students are particularly vulnerable and sensitive to certain topics that are covered such as abuse and domestic violence. The Senior Teacher in charge of Personal Development liaises with the Pastoral Team to ensure that students are supported where appropriate.

6.7 Assessment

Learning is monitored and assessed through a variety of methods including self evaluation, verbal question and answer sessions and written assessments. This information is used to identify where students need further support or intervention. Student assessment is also used to inform lesson and curriculum planning.

6.8 Working with external agencies

The school works with local healthcare professionals and the Safer Schools Officer, where possible, to ensure local needs are being met in the RSE curriculum. External speakers are also invited to attend and deliver presentations on a variety of topics including knife crime, bereavement and sexual health. Sessions delivered by external speakers are alway supervised by a member of RHS staff so that any safeguarding or pastoral issues that arise can be dealt with efficiently.

6.9 Students that attend alternative provision

The Senior Leader in charge of Personal development liaises with the Assistant Head in charge of alternative provision to ensure students receive their full entitlement. Resources are shared with students on Google Classroom and students are able to communicate directly with the Senior Leader in charge of Personal development with individual questions.

7. Safeguarding and confidentiality

7.1 The Designated Safeguard Lead (DSL)

This policy has been written to reflect the school's Safeguarding Policy and the statutory guidance 'Keeping Children Safe in Education'. The DSL has been consulted regarding this policy.

7.2 Disclosures

Students and staff are aware of how they can raise concerns using the school's reporting procedures.

Visitors involved in the delivery of RSE are made aware of safeguarding procedures, in case a student makes a disclosure during a session.

7.3 Confidentiality

We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures. Staff cannot offer unconditional confidentiality and this should never be offered to students.

In a case where a member of staff learns from a student under the age of consent that they are having or contemplating sexual intercourse:

● the student will be encouraged, wherever possible, to talk to their parents and if necessary to seek medical advice
● child protection issues will be considered, and referred if necessary to the Safeguarding Team under the school's procedures
● the student will be offered support, including information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the member of staff will ensure that the student understands the circumstances where confidentiality can be broken.
Health professionals in school are bound by their codes of conduct in one-to-one situations with students, but in a classroom situation they must follow the school's confidentiality policy.

8. Roles and responsibilities

8.1 The Governing Body

The governing body have approved the RSE policy, and hold the headteacher to account for its implementation.

8.2 The Headteacher and Senior Leadership Team

The headteacher has overall responsibility for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE. The Senior Teacher in charge of Personal Development conducts learning walks and book-looks across the department.

8.3 The Senior Leader in charge of Personal Development

The RSE programme is led by the Senior Leader in charge of Personal development and is taught in Cultural Studies lessons, tutorials and themed weeks such as Safeguarding and Equality Week. During these weeks external speakers and health professionals are invited to deliver bespoke presentations. The Senior Leader in charge of Personal Development ensures that there is a consistent approach to teaching and learning through team meetings, lesson observations and training.

8.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science 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 these with the Senior Leader in charge of Personal Development in the first instance. All concerns will be discussed with the headteacher.

8.5 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

As outlined within the Statutory Guidance, parents/guardians have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Parents/guardians do not have a right to withdraw their child from Relationships Education.

Parents/guardians do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum. Parents/guardians do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/guardians have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Except in exceptional circumstances, the school will respect the parents' request to withdraw their 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 will make arrangements to provide the child with sex education during one of those terms.

10. Training

10.1 Continued professional development

Training is included in the school's continuing professional development calendar so staff are equipped to understand and deliver the curriculum. Staff briefings are also used to train staff on how to deal with challenging/difficult questions from students.

10.2 Identifying professional development

Tutor team meetings are held each half term and the RSE programme is reviewed and training needs highlighted. Staff are also able to seek support from a member of the Cultural Studies faculty on a one-to-one basis if required. Training also takes place during staff briefing sessions and INSET days. Staff can access additional support from the Senior Leader in charge of Personal Development on the teaching of specific aspects, especially those known to be challenging.

10.3 External support

Where possible, visitors from outside the school, such as school nurses or sexual health professionals, will provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leader in charge of Personal Development who reports to a member of the senior leadership team. RSE is evaluated and monitored through:

- Department meetings
- Baseline questions
- The evaluations of any external agencies used
- Feedback provided by the Year Team Council (YTC).

This feedback is used to inform policy review and curriculum development.

This policy will be reviewed by the Senior Leader in charge of Personal Development annually. At every review, the policy will be approved by the governing body.

12. Other policies

Other linked policies which can be found on our website:-

Safeguarding Policy

Curriculum Policy

Equality Duty Policy

Alcohol and Drug Abuse Policy

Behaviour policy

Appendix 1: RSE/ PSHE curriculum map

The personal development programmes for all year groups can be found by following [this](#) link to the website

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• 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	• 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	• 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 • 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	- 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	- 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 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Child's tutor group	
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	