



North Ridge High School Relationships and Sex Policy



Curriculum Policy for RSE

Equality Statement

Equalities Act 2010

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The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

North Ridge High Specialist Support School - Relationship Sex and Education (RSE) Policy

Article 13 (freedom of expression) Every child has the right to be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 34 (sexual exploitation) Every child has the right to be protected from all forms of sexual abuse and exploitation.

(UNICEF Rights of The Child)

INTENT

Purpose/Rationale

Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

Overview

The RSE curriculum will reflect the values of our school/PSHCE programme and will be taught in the context of relationships. In addition, RSE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Every pupil should receive their full entitlement to RSE regardless of their gender, race, ethnicity, faith or sexual orientation. This will be matched to their level of ability and may be taught on an individual basis when required.

RSE will be delivered in a way that encourages pupils to 'have due regard to moral considerations and the value of family life' (Education Act 1996).

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

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

Relationship with other policies

a) PSHCE

Relationship and Sex Education sits within the PSHCE curriculum and as such is planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHCE Policy.

b) Anti-bullying

This should be linked to the school's broader policy on anti-bullying. An effective RSE programme will include raising awareness about LGBT, therefore an anti-bullying policy needs to include strategies to tackling homophobic bullying in school.

c) Child Protection

If any disclosure occurs during a RSE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.

d) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

Parents right to withdraw their child from RSE

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents should notify the school in writing stating the aspects that they wish to withdraw their child from.

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

Aims

Some of our school aims are particularly relevant for our RSE work. We aim to:

- Provide opportunities for all pupils to learn and achieve
- Promote self-esteem by recognising and celebrating the achievement of individual pupils
- Promote the ability to respect other people's points of view regardless of race, gender, religion, sexuality or ability.
- Promote and encourage the involvement of parents and carers in all aspects of school life by welcoming them into school and helping them add to the positive and friendly atmosphere of the school.

IMPLEMENTATION

Teaching & learning

Curriculum

Prior to beginning a relationship and sex education programme of study we will contact parents/carers to inform them. We will provide parents and carers with an opportunity to visit the school to discuss the work and will provide workshops which allow them to look at our teaching resources. This meeting takes a multiagency approach and is done in consultation with and the support of our school nurse, PHSCE coordinator, family support worker and deputy head.

We will also support parents/carers in developing home based learning programmes, as necessary, to support their child at home and will provide training programmes in school.

Where we are concerned about possible inappropriate behaviour, by students, we will work with parents individually and will also refer to other specialist agencies such as CAMHS for intensive individual work.

Where any inappropriate behaviour raises safeguarding concerns we will follow the school safeguarding policy.

The minimum statutory requirements that schools must deliver to all children based on the teaching requirements for Science from the National Curriculum are:

National Curriculum Science

Key Stage 1

- Animals, including humans, move, feed, grow, use their sense and reproduce
- Children should recognise and name the main external parts of the human body
- That humans can produce offspring and these grow into adults
- Children should recognise similarities

Key Stage 3

- That fertilisation in humans ... is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle, including puberty and how a baby is born.

Key Stage 4

- The way in which hormonal control occurs, including the effects of sex hormones
- Some medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

PSHCE provides an appropriate vehicle for RSE. A planned and co-ordinated approach to PSHCE can provide an appropriate framework for RSE to take place, providing pupils with consistent messages.

Please note that prior to beginning a relationship and sex programme of study we will contact parents/ carers to inform them. We will provide parents with an opportunity to visit school to discuss the work and view our teaching and learning resources. It is very important that we teach about teenage pregnancy and sexually transmitted infections.

Planning

Relationship and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe including online activity.

Some aspects of RSE are taught in PSHCE and others are taught as part of science. A comprehensive programme of RSE provides the pupils with accurate information about all kinds of relationships, their bodies, how to keep themselves safe, reproduction, sex, and sexual health.

IMPACT

Knowledge, Skills and Understanding

Through our RSE work we prepare our pupils to deal with growing up and preparation for adulthood.

Because of the diverse and complex needs of our pupils we will often carry this out on an individual basis and ensure that this matches the pupils' level of understanding of issues being taught.

Knowledge, skills and understanding of the different RSE topics will be linked to different key stages, the ability levels of the pupil and individual education/EHCP targets set out for the pupil.

Assessment, Recording and Reporting

KS3:

- Work files / work books

KS4:

- Work files

KS5:

- Work files

Structured and Experiential:

- Work Files

Staff Development

All staff receive training regarding PSHCE/RSE if appropriate to SDP priorities or new curriculum guidance from the government.

Peer mentoring and observations are well used to support the development of staff skills in teaching PSHCE/RSE.

Resources

Planning and lesson resources are available on the staff shared areas.

The PSHCE/RSE coordinator is available to support teachers with appropriate resources.

Monitoring and evaluation

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The policy will be reviewed on an annual basis by the PSHCE co-ordinator. The curriculum committee of the Governing Body will consider the policy on a review cycle. Where changes and amendments are being considered we will consult with staff and parents and agree the final policy with the full Governing Body.

Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate to answer as a question should be established with the RSE Policy.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.

- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.

Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor

Dealing with difficult topics

Relationship and Sex Education can sometimes raise difficult areas for some schools, therefore the school needs to consider its approach and provide guidance to teaching staff to enable them to respond appropriately to questions raised by pupils. Examples of such issues for some schools are as follows:

- Unsafe relationships, such as controlling relationships and other types of abusive relationships
- Teenage pregnancy
- Contraception
- Abortion
- LGBT
- Masturbation
- Child on Child abuse

Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies but take note that teachers have the right to opt out of teaching RSE if they feel uncomfortable with the topic

As Stonewall School Champions North Ridge is committed to upholding the Equality Act 2010, which requires schools to eliminate discrimination on the grounds of sexual orientation and gender reassignment. North Ridge seeks to do this through taking proactive steps to support all pupils in developing an understanding of, and respect for, LGBT people. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Developing an understanding of sexuality and gender are an integral part of RSE lessons, which are taught throughout the Summer Term.

Roles & Responsibilities

The governing board has delegated the approval of this policy to The Policy Committee.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents/carers 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 this with the headteacher.

RSE Lead: Mr McRobert

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

Review

Date approved by *Governors*: June 2025

Date of review: June 2027