



The Ramsey Academy

# Relationships and Sex Education (RSE) Policy

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## **1. Introduction**

The Ramsey Academy has an intrinsic awareness that the world in which children and young people are growing up, is becoming increasingly complex, with a multitude of potential consequences from living their lives seamlessly on and offline. Whilst the positive and exciting opportunities and benefits cannot be doubted from this, there are many challenges and risks. In the current environment, young people need to know how to be safe and healthy, whilst managing their academic, personal and social lives in a positive and productive way. Once young people are well informed over issues which affect their personal and social lives, they become much more equipped to make safe and sensible decisions.

## **2. Aims**

The aim of RSE is to give young people all the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. The education they receive should enable them to recognise healthy relationships, as well as knowing what makes a good friend, a good colleague and a successful marriage, civil partnership or other

type of committed relationship. RSE also has a responsibility to cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students to develop an understanding of the positive effects that healthy relationships have on their mental wellbeing, as well as being able to identify when relationships are not right and understand how difficult situations can be managed.

The Ramsey Academy's RSE policy will provide clear progression from what is taught in our feeder primary schools. The new DFE statutory guidelines to be enforced from 2020 will standardise what primary school children will learn within Relationships Education, thus allowing for a clear progression for all students. The foundation of Relationships Education in primary will be built on, and as students mature, teaching will include intimate relationships, as the appropriate time. Students will also be taught about family relationships, friendships and other skins of relationships that are an equally important part of becoming a successful, happy and well-adjusted adult.

Teaching of RSE at The Ramsey Academy will enable students:

- To distinguish between content and experiences that exemplify healthy relationships and those that are distorted and harmful;
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- To be aspirational in setting goals ,and believe that they can achieve them providing they persevere despite challenges they face;
- To be well informed on the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- To recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- To recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- To, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

### **3. Statutory Guidance**

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act

2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies, such as The Ramsey Academy.

This policy was developed in response to:

- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges

#### **4. Links with other policies**

This policy should be read in conjunction with other relevant Trust/Academy policies:

- Anti-bullying Policy
- Safeguarding Policy
- E-Safety Policy
- Equality information

#### **5. Delivery of the Programme**

The Ramsey Academy recognises that education of the highest quality in this area can help young people to prepare for the opportunities, responsibilities and experiences of adult life, as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school, and in wider society. The Ramsey Academy wishes RSE to be delivered consistently (through form tutors????) with high quality, evidence-based and age appropriate teaching at the heart of all preparation, teaching and learning.

Relationships and Sex Education will be set within the context of a wider whole-school approach, designed to enable young people to be safe, happy, and prepared to face life beyond their school experience. The curriculum on relationships and sex will complement and be supported by, the Trust and Academy's wider policies on

behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. Relationships and Sex Education will sit within the context of the Trust and Academy's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, the Trust and Academy's education on healthy lifestyles through other subjects such as physical education, food technology, health and social care, science, extra-curricular activity, and school food.

The Ramsey Academy will deliver the content set out in Appendix 1, within the context of a broad and balanced curriculum. Effective teaching will ensure that core factual knowledge will be sequenced into manageable units which are clearly broken down, when planned and delivered. Whilst lessons are well planned and consistent, there will be occasions when class discussion has the opportunity to steer themes into different areas, allowing some rightful ownership of the lesson to students. Teaching will always include adequate well-chosen opportunities and contexts for young people to practise applying and embedding new knowledge in order for it to be used skilfully and confidently in real life scenarios.

The PSHE lead Helen Price, will liaise closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other, without duplicating content covered in other subjects. See Appendix 2 where an audit carried out November 2019 highlights where aspects of the new framework are covered through other subjects. Due to the fact that some of these areas are touched on and not always explored fully in other subjects, as well as the issue that some subjects are optional and therefore not all students will benefit from the RSE/Health Education links, for example in BTech Health and Social Care; some of these areas still feature on the RSE and Health Education programmes of learning.

#### **6. Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education will be made accessible for all pupils. Whilst taught in mixed ability grouping, high quality teaching will be differentiated, and an inclusive mentality applied when planning and delivering all lessons. The Ramsey Academy is aware of the preparing for adulthood outcomes as stipulated in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Ramsey Academy is aware that some young people are more vulnerable to be victims of exploitation, bullying and other negative behaviours due to the nature of their SEND. For some pupils, there may be a need to specifically tailor content and teaching strategies in order to meet the specific need of young people at different developmental stages.

## **7. Roles and Responsibilities**

### **7.1 The Governing Body and Trust**

The Governing body and trust will:

- Monitor the implementation of the policy to ensure consistency across the NEMAT trust
- Monitor pupil progress to ensure that pupils achieve expected outcomes
- Ensure that all statutory requirements are met

### **7.2 Headteacher**

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All subjects continue to update their contribution to the RSE and Health Education curriculum, where appropriate;
- RSE and Health Education are staffed and timetabled to ensure the Academy fulfils statutory requirements;
- The delivery of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Ramsey Academy works with parents/carers when planning, modifying and delivering RSE to pupils.
- Clear information is provided to parents/carers on all subject content in RSE, and that parents are aware of their right to request that their child is withdrawn.

### **7.3 Staff**

All staff will ensure that:

- All students are offered the opportunity to explore ideas, scenarios and feelings in an atmosphere of trust, confidence and support.
- Teaching will take place within an explicit moral framework;
- Ground rules are negotiated with the class before any lesson of a sensitive nature begins.
- They work together with students to create a supportive and non-judgemental atmosphere and culture, where all members can speak with confidence without fear of embarrassment or breach of confidentiality (when unnecessary).
- All points of view are expressed without bias
- Issues of stereotyping, sexual equality, harassment, rights and legislation are addressed, and underpin the teaching of RSE
- The teaching of RSE will consistently be inclusive of SEND;
- Pupils are directed to seek advice and support from agencies and individuals, where appropriate. Certain issues must be referred rather than staff giving personal advice on matters such as contraception.

- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make well informed choices.
- They report students at risk to the Designated Safeguarding Lead. This could be that a student has embarked on a course of action that is likely to place them at risk.
- The student is made aware of the potential implications of their behaviour.

#### **7.4 Parents/Carers**

The Ramsey Academy fully acknowledges the crucial role that parents/carers play in the development of their children's understanding about relationships. Parents are the first and primary educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

- Provided with many opportunities to understand the purpose and nature of RSE;
- Encouraged to participate in the development of RSE across the school, for example, by providing feedback.
- Able to discuss any concerns directly with The Ramsey Academy.

#### **8. Right to be excused from Sex Education**

Parents are entitled by law to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE requirements. Before any such requests are granted, the Headteacher will discuss the request with the parent and, as appropriate, with the young person, in order to ensure that their wishes are taken into account, and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, The Ramsey Academy will respect the parents' request to withdraw their child, up to and until one year before the pupil 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.

The Headteacher/PSHE lead, will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

#### **9. Working with external agencies**

The Ramsey Academy works with a number of outside agencies to enable a diverse and interesting coverage for our students. Currently the agencies who contribute to our RSE programme are:

- Essex police Education service

- Tip of the Iceberg theatre company/*The Sex Factor*
- School nurse

The Ramsey Academy is aware that whilst these external partners enhance the delivery of RSE, they do need to be checked, in order for them to deliver teaching which fits the planned programme and published RSE policy, as well as ensuring that content delivered is age-appropriate and accessible for pupils. The Ramsey Academy will ensure that all visitors are aware of the school’s safeguarding policy, and how reports should be dealt with.

### 10. Safeguarding, reports of abuse and confidentiality

The Ramsey Academy recognises that keeping children safe is intrinsic to the teaching of RSE, alongside the importance of preventative education.

Young people need to have an open forum where they can discuss potentially sensitive issues. Whilst such discussions can lead to increased safeguarding reports, this is an important part of the school’s provision. Young people are regularly made aware of the necessary processes to enable them to raise a concern, whether this is personally, or about a peer.

In line with the document *Keeping Children Safe in Education* (KCSIE), all staff are aware of the protocols to follow if a child makes a disclosure to them. Staff are also made aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead and children’s social care. Staff receive yearly safeguarding training, and are of the need to never promise a child confidentiality, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised, and the knowledge of any particular issues relevant to Halstead and Braintree, may be appropriate to address in lessons.

### Relationships and Sex Education Content

### Appendix 1

The Ramsey Academy will continue to develop knowledge on topics specified for primary schools

([file:///N:/My%20Settings/Downloads/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](file:///N:/My%20Settings/Downloads/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)) and in addition, cover the following content by the end of secondary:

Theme	Pupils should know:



Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>
	<ul style="list-style-type: none"> <li>• • 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>
	<ul style="list-style-type: none"> <li>• The characteristics and legal status of other types of long-term relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>
	<ul style="list-style-type: none"> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>
	<ul style="list-style-type: none"> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul>
	<ul style="list-style-type: none"> <li>• What to do and where to get support to report material or manage issues online.</li> </ul>
	<ul style="list-style-type: none"> <li>• The impact of viewing harmful content.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>
	<ul style="list-style-type: none"> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
Intimate sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>
	<ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>
	<ul style="list-style-type: none"> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts around pregnancy including miscarriage.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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).</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>
	<ul style="list-style-type: none"> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>
	<ul style="list-style-type: none"> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
Mental wellbeing	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>
	<ul style="list-style-type: none"> <li>• That happiness is linked to being connected to others.</li> </ul>
	<ul style="list-style-type: none"> <li>• How to recognise the early signs of mental wellbeing concerns.</li> </ul>
	<ul style="list-style-type: none"> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> </ul>
	<ul style="list-style-type: none"> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
	<ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
	<ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul>
	<ul style="list-style-type: none"> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>
	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> </ul>

	<ul style="list-style-type: none"> <li>• The law relating to the supply and possession of illegal substances.</li> </ul>
	<ul style="list-style-type: none"> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> </ul>
	<ul style="list-style-type: none"> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> </ul>
	<ul style="list-style-type: none"> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> </ul>
	<ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> </ul>
	<ul style="list-style-type: none"> <li>• (Late secondary) the benefits of regular self-examination and screening.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts and science relating to immunisation and vaccination.</li> </ul>
	<ul style="list-style-type: none"> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> </ul>
	<ul style="list-style-type: none"> <li>• Life-saving skills, including how to administer CPR.</li> </ul>
	<ul style="list-style-type: none"> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul>
	<ul style="list-style-type: none"> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>

## Relationships and Sex Education Audit

## Appendix 2

The Ramsey Academy recognises that there are areas where such topics are delivered in aspects of the curriculum, as indicated above. This audit was carried out November 2019 to gain an up to date picture of where the current curriculum addresses the new framework.

(ADD)