



RIDGEWOOD
SCHOOL

Relationships and Sex Education Policy

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1. Introduction- what is Relationships and Sex Education?

This policy covers Ridgewood School's whole school approach to Relationships and Sex Education (RSE).

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships. We believe that RSE is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. It enables an understanding of the importance of stable and loving relationships, respect, love and care, for family life, friendships and ourselves. Relationships and Sex Education provides pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility.

Ridgewood School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality, our students and our local community.

2. Rationale and Ethos

The aim of RSE is to provide balanced factual information about human relationships and reproduction together with consideration of the broader emotional, ethical, and moral dimensions.

At Ridgewood we believe that RSE should;

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Encourage every student to contribute to our community and support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Encourage students and teachers to share and respect each other's views.
- Generate an atmosphere where questions and discussion can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes as appropriate.
- Recognise that the wider community has much to offer and work in partnership with health professionals, social workers, peer educators and other mentors or advisers to provide a well-rounded and informative Scheme of Learning (SoL)

3. The Curriculum

To cover the curriculum content outlined on the Relationships and Sex Education and Health Education Statutory Guidance, we will equip our students to build positive and respectful relationships both online and offline. We seek to ensure that it gives students the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal and sexual identity and the personal/sexual identities of others
- Understand family structures, committed relationships and the legal status of different types of long-term relationships
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions

- Consider how their choices affect their own wellbeing and that of others
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

4. Subject Content and Delivery.

The curriculum programme is developed by Kerry Foster (Head of PSHCE) in conjunction with the views of teachers and the needs of the students at Ridgewood school.

In Ridgewood School we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students, including those students with SEND. Please see below for our SoL for all year groups and what areas of the statutory guidance that this links to.

Year	module	(RSE)	The Law	Physical Health & mental wellbeing
Year 7	Introduction & Safeguarding	✓	✓	
	Transition to Ridgewood	✓		
	Health eating, balanced lifestyle			✓
	Relationships	✓		✓
	Personal Safety	✓	✓	✓
	Drugs and the Law		✓	✓
Year 8	Introduction & safeguarding	✓	✓	
	Human Rights	✓	✓	
	Mental Health and Wellbeing			✓
	Online life	✓		
	Relationships	✓	✓	
	Drugs and the Law		✓	
Year 9	Introduction & Safeguarding	✓	✓	✓
	Money			
	The Law		✓	
	Careers			
	Consent Relationships	✓	✓	✓
	Sexual Health	✓	✓	✓
Year 10	Introduction & Safeguarding	✓	✓	
	The Law	✓	✓	
	Online Life	✓	✓	✓
	Careers			
	Relationships and sexual health	✓	✓	
	Being a good citizen		✓	✓
Year 11	Introduction & Safeguarding	✓	✓	
	Mental health			✓
	Drugs alcohol & the law		✓	✓
	Healthy Relationships	✓	✓	
	Sexual Health	✓		✓

RSE will be delivered in Ridgewood School as part of our Personal, Social, Health, Citizenship Education (PSHCE) curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.

The Head of Department will work closely with colleagues in related curriculum areas (science, computing, PE) to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as school assemblies, school celebrations etc.

Our methods of teaching include presentations and small group discussion, visiting speakers, the use of worksheets, clips and textbooks. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education.

The Scheme of Learning will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of Learning and any new development in terms of course content. All staff will receive training on key aspects of the RSE Scheme of Learning such as grooming and domestic abuse to help support the safeguarding of our students.

Our teachers are aware that effective Relationships and Sex Education may lead to disclosure of a safeguarding issue and will rely on the school's safeguarding policy to handle any such matter as confidentially as possible.

5. Monitor, Review and Evaluation

We regularly monitor our RSE scheme of learning to ensure that the quality of teaching is consistent, that the curriculum is meeting the requirements of the statutory guidance under the Relationships and Sex Education and Health Education, and is reflective of the revised content when guidance reviews take place. We will also ensure that our curriculum is reflective of student need.

This policy will be reviewed by the school's Senior Leadership Team in conjunction with the Head of Department and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Senior Leadership Team monitors the implementation of the programme through:

Lesson drop ins and observations

Work Scrutiny

Pupil Voice/ surveys

Assessment is carried out at the end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. A range of assessment methods to obtain regular feedback on student progress in Relationships, Sex and Health Education will be used. We also use assessment to identify where students need extra support or intervention. Lessons are planned to ensure that students of differing abilities, are suitably challenged.

6. Parental Right to Withdraw

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of PSHCE.

- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents 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. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to. The school will make arrangements for this to happen.

Although parents/carers 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.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.