

# **Orange Tree School**

and Ridgeway

## **Relationships, Sex and Health Education (RSHE) Policy**



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### Summary:

The RSHE policy outlines the planning and delivery of the Relationships, Sex and Health Education, Orange Tree School and Ridgeway Site. It details the aims of RSHE, what content is covered and how it is delivered, the statutory framework, the rights of parents to withdraw from certain parts of RSHE, and the monitoring arrangements.

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## 1. Introduction

Relationships and Sex Education (RSHE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. EMS - Orange Tree School (from here on referred to as OTS) and the Ridgeway site is committed to providing a rich RSHE that, in line with the School's aims and ethos, allows students to develop the knowledge and understanding of an increasing complex world.

*We believe RSHE is an important aspect of the PSHE programme which makes a significant contribution to the development of personal skills needed by students to establish and maintain positive, healthy relationships. RSHE enables young people to make responsible and well-informed decisions about their health and wellbeing. It supports students in forming positive beliefs and attitudes about sex and sexuality, relationships and feelings.*

*At Orange Tree, RSHE is taught in a spiral curriculum, meaning that topics are repeated as they progress up the year groups adding further detail to the subject for an age-appropriate understanding. Resources for teaching are taken from the PSHE Association and Cre8tive Curriculum. The content that is studied is summarised below and follows the statutory Health Education Guidance for RS(H)E 2021.*

*At Ridgeway, RSHE is taught based on the homeschools curriculum and individual needs of the students. This is mainly taught through assemblies but also personalised through the student's key teacher.*

The RSHE curriculum encourages an exploration of values and moral issues; consideration of sexuality and personal relationships; and the development of communication and decision-making skills, which will prepare for the experiences and responsibilities of adult life.

OTS takes it responsibility to provide relevant, effective, and responsible relationships and sex education to all its students as part of the School's Personal, Social, Health, and Economic education (PSHE) curriculum, and parts of the Science curriculum.

This policy outlines the approaches and content to the planning and teaching of RSHE, the rights of parents, the statutory framework surrounding RSHE, and the monitoring arrangements.

## 2. Aims of the policy

The Department for Education identifies the purpose of RSHE as follows:

"To give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of

committed relationship. It should also 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 pupils 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.”

(DfE Guidance on Relationships Education, Relationships and Sex Education (RSHE) and Health Education, updated 2021)

Giving due regard to the above, the aims of RSHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

### **3. Statutory and regulatory framework**

This policy complies and/or gives due regard to the following:

- Department for Education (DfE) statutory guidance - Relationships and sex education (RSHE) and health education (June 2021)
- DfE statutory guidance – Keeping Children Safe in Education (September 2024)
- DfE statutory guidance – Special Educational Needs and Disability Code of Practice (January 2015)
- Equality Act 2010

### **4. Roles and Responsibilities**

The advisory board will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Headteacher, AHT Headteacher (Teaching and Learning), Lead teacher at Ridgeway and the PSHE lead teacher are responsible for the creation and implementation of the RSHE policy in the Senior School.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

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

## **5. Equality, diversity, inclusion**

The school recognises that those with special educational needs will receive differentiated material and teaching styles as appropriate. The school recognises the differing needs of both sexes within the school and will offer single sex guidance and instruction where appropriate. The school is aware of the cultural diversity of its pupils and of the wider community and educates pupils to understand and respect differences in customs and belief. The needs of EAL pupils are acknowledged, and teachers will ensure that materials will be presented in a clear and comprehensible way.

The school recognises that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole and using the Equal Opportunities Policy. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

## **6. Teaching and learning**

### **a. Curriculum**

The full outline of the RSHE curriculum is set out in Appendix 1 of this policy. This details the topics that will be covered by what year group and at what point in the academic year. The curriculum may change from time to time in order to adapt it to the latest guidelines and regulations as necessary.

We have developed the curriculum in consultation with staff and taking into account the particular context of our school and the needs of the students.

## **b. Delivery**

RSHE is taught within the PSHE curriculum and some aspects of RSHE may also be taught through the Science curriculum and in an Assembly during form time.

At OTS, RSHE will be delivered through the 50 minutes PSHE lessons which are every week for KS3 and 4. Lessons are taught by a team of PSHE teachers alongside input from other members of staff and external speakers and companies where it is felt to be appropriate.

At Ridgeway, RSHE is delivered through weekly assemblies and through personalised learning programmes based on the students homeschool curriculum as well as individual student need.

When using external speakers to deliver upon aspects of RSHE, the School will comply with the School's Visiting Speakers policy and procedure to ensure the requisite due diligence has been conducted and that the content of the talk is appropriate. The learning objectives and outcomes will be agreed with the external speaker in advance of the talk.

Some areas of learning within the RSHE curriculum are taught within the context of family life, taking care to make sure 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 and 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).

The School will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **7. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE 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.

The right to withdraw relates only to sex education and does not extend to the teaching of biological aspects of human growth and reproduction as provided as part of the science curriculum (whether part of GCSE Science or included as part of the curriculum for younger pupils).

Parents do not have the right to withdraw their child from relationships education

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

## **8. Monitoring and review**

The PSHE Lead, the lead teacher at Ridgeway and the Senior Leadership Team (SLT) will regularly monitor and evaluate the effectiveness of this policy.

This policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Assistant Head (Teaching and Learning) and PSHE Lead. At every review, the policy will be approved by the relevant committee of the Advisory Board.

The date of the next review is shown on the front page.



## **9. Appendix 1**

### **Relationships and Sex Education (RSHE) Curriculum Overview**

#### **Friendships, Respect and Relationships**

This unit looks at consent and boundaries and evaluates why personal space and boundaries are important when growing up. It then looks at the wide range of relationships that young people have and the qualities of good friendships. The unit then finishes looking at how to manage these relationships and looks at pressures and influences within different types of relationships.

#### **Identity, Relationships and Sex Education**

This unit starts with an introduction to RSHE looking at what makes a healthy relationship. It deals with conflict that can happen within relationships. Students will look at the difference between sex and gender and the harmful prejudices and stereotypes that can be associated with these. All students learn about the menstrual cycle. The unit finishes with a brief look at what is love and an introduction to the concept of contraception.

#### **Sex the Law and Consent**

This starts looking at the law concerning sexual consent and FGM. It then looks at delaying sexual activity and the pressures that can be associated with this. It covers the positive and negative reasons to have sex and explores the consequences of making a relationship sexual. Then to finish students, debate the sexualisation of the media and the impact this is having on teens.

#### **Contraception and STIs**

Students look at STIs in detail. They then look at different forms of contraception looking at how they work and the pros and cons of each type. The realities of contraception and the link between pregnancy and STIs are also studied. The laws and legal frameworks linked to sexual harassment and stalking are explored and knowing the difference between flirting and sexual harassment. The unit finishes looking at HIV and AIDS in more detail.

#### **Exploring Relationships and Sex Education**

This looks at the legal, emotional and social consequences of sending sexts. This is then explored further with pornography looking at what is and is not legal and identifying the differences between what is seen in pornography and real life. It explores how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self. Sexual violence is covered looking at assault and rape. The unit progresses onto pleasure and looks at masturbation and the risk associated with different sexual activities.

#### **Sexual Health**

Students look at the importance of their sexual health and the impact bad choices can have. They revisit contraception and STIs in further detail. They look at respect in relationships and the importance of this. They then look at fertility and what can impact fertility, leading on to different types of fertility treatment.

## OVERVIEW OF 2024 – 2025 RSHE Curriculum

### Relationships and Sex Education

#### **Year 7/8 Friends, Respect & Relationships**

Consent and Boundaries  
Respect and Relationships  
What Makes a Good Friend  
Friendships & Online Relationships  
Being Positive  
Pressure, Influence and Friends

#### **Year 9 Identity, Relationships & Sex Education**

Relationships and Sex Education  
Being Yourself & Self Love  
What is Love?  
Healthy Respectful Relationships,  
Consent and Boundaries  
Periods and Menstrual Cycle  
Introduction to Contraception  
Sexual Orientation

#### **Year 10 Contraception & STIs**

What are STIs/Treating STIs and the Clinic  
Contraception Explored  
HIV and AIDS

#### **Year 10 Sex, the Law & Consent**

Sexual Consent and the Law  
FGM and the law  
Relationships and Partners  
Domestic Abuse and Domestic Violence  
Why have Sex and reasons to delay Sexual Activity  
Cervical cancer (HPV and vaccination)

#### **Year 11 Risk, Relationships, Sex Education & Health**

Respect, Love and Relationships  
Importance of Sexual Health and Revisiting STIs  
Revisiting Contraception  
Pleasure and delaying Sexual Activity  
Sexting, Nudes and Dick Pics  
Porn and its Impact on Society (Online Pornography (Myths vs Reality)  
Sexualisation of the Media  
Alcohol, Parties and Bad Choices

#### **Year 11C Risk, Relationships, Sex Education & Health**

Contraception  
HIV and AIDS  
FGM and the Law  
Sexting Nudes and Dick Pics  
Revisiting STIs  
Pleasure and Delaying Sexual Activity

#### **Year 12 & 13 Risk, Relationships, Sex Education & Health**

##### **Life Skills, Personal Well-being**

Healthy relationships  
Abusive relationships  
Contraception – information about types of contraception, their availability and how to access them  
Sexual health – including emotional well-being  
Impact of some disease on RSHE: breast cancer and transmitted infections (such as HIV)  
Consent

## 10. Appendix 2: By the end of secondary school pupils should know

Topic	Pupils should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

Topic	Pupils should know
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) include: 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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

Topic	Pupils should know
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

## 11. Appendix 3: Parent form: withdrawal from sex education within RSHE

To be completed by parents			
Name of child		Class	
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			

