

Relationships and Sex Education (RSE)

1. Introduction

The delivery of sex education is aimed at preparing students for the responsibilities and experiences of adult life. Issues will be dealt with in a clear, objective and open manner to tackle common misconceptions and myths, giving students the necessary information they need to act responsibly. Students today are growing up in an increasingly intricate world that seamlessly integrates together both the online and offline world. This presents us in UHS many opportunities and challenges to ensure that our students are ready to face the wider world in a safe and healthy way with a positive and respectful mind-set. All students and staff are encouraged to be confident to discuss matters openly allowing them to make clear and informed choices and to recognise the moral implications and risks of certain types of behaviour, including their emotional and physical development, the nature of sexuality and the process of reproduction.

Relationship and sex education has been shown to have many positive effects on students' wellbeing, their choices of relationships and overall academic attainment. A robust RSE education compliments several national curriculum subjects including PE, Citizenship, RE etc. It does not promote early sexual activity or any particular sexual orientation or gender bias. Students are encouraged to become resilient and have improved wellbeing and it encourages respect and protection from sexual exploitation, bullying and abuse and underpins our rigorous safeguarding policy.

All Secondary schools in the UK must have a written policy for RSE education that follows on from students' primary Relationships education. This policy outlines the UHS RSE policy.

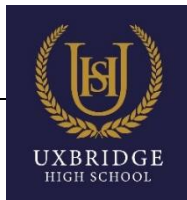
2. Aims and content

The curriculum leader of Personal Development – PSHE & RE, and the Senior Leadership Team are responsible for the organisation, monitoring and evaluation of the RSE programme, which is delivered predominantly in PD lessons. Lessons are strictly monitored to ensure coverage and quality. Staff work to the guidelines set out in UHS policy and Government legislation. Teachers are given support and training to ensure that programmes are delivered sensitively and effectively.

Ground rules are developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to reflect safeguarding procedures and potential disclosures of suspected risk to a student's welfare, risk of harm or other safeguarding issues. Teachers will follow school safeguarding procedures in such an event as covered in the UHS child protection / safeguarding policy).

Active learning techniques such as role-play, paired and group discussion, interviews and presentations are used as much as possible, to teach RSE. Students are also given the opportunity to reflect on what they have learnt in RSE lessons.

Most of RSE is delivered in mixed sex tutor groups, however sometimes students will also be given the opportunity to discuss what has been covered in single sex groups where they might feel more comfortable. Teachers use adaptive teaching strategies to ensure that the content is accessible to all students. Including those with special educational needs.



The content is designed to follow RSE guidelines and consideration of the students' social, physical and emotional maturity. As a modern mixed secondary school, we are PROUD to deliver Sex and Relationships Education that follows from their Primary Education. The RSE curriculum covers 5 main areas, all of which cover peer on peer abuse and sexual harassment. The 5 areas are listed below:

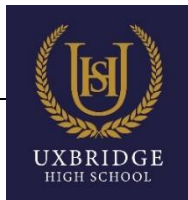
- Family relationships
- Respectful relationships, including friendships
- Online and Media
- Being safe
- Intimate and sexual relationships, including sexual health

The curriculum is sequenced as such so that students build upon their prior learning within each area each year, from year 7 through to year 13.

Curriculum content includes, but is not limited to:

- Understanding healthy relationships, friendships and platonic relationships, intimate relationships and what a committed relationship looks like;
- To understand the spiritual, moral, social and cultural implications of sexual activity, an awareness of current laws relating to this and the right of people to hold their own views without imposing them on others. This is especially important within the context of protected characteristics;
- To explore and challenge stereotypes and prejudices and encourage respect for differences in relation to gender identity and sexuality. To support equality throughout all protected characteristics, including disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation;
- To inform students about sources of confidential, professional advice and support in relation to sexual matters;
- How mental wellbeing and self-respect benefits and encourages healthy relationships;
- How students can develop resilience, including mental health and values;
- Identifying unhealthy relationships and what is acceptable and unacceptable in a relationship;
- The importance of consent and contraception in developing intimate relationships;
- Safe sex and sexual health within relationships;
- The law regarding sex, sexuality, sexual health and identity, including consent, rape, sexual assault and harassment and legal guidelines around pregnancy;
- Sexual exploitation, domestic abuse and grooming;
- FGM including the physical and emotional damage it can cause, the law, and how to access support;
- Online safety as well as how data is generated, collected and may be shared online.

Additionally, as part of RSE, all students will receive physical and mental health education including:



- The importance of exercise, nutrition and sleep, especially with regards to mental health and exam stress;
- The steps students can take to protect their own and others' mental and physical health and wellbeing, including the benefits of exercise, hobbies, limiting the excessive use of electronic devices and spending time outdoors and with friends;
- Safeguarding and consent, including areas such as peer on peer abuse;
- The importance of being involved in local charities and volunteering, and the effect this can have on their mental wellbeing;
- Mental health issues and what students can do to improve their resilience in the face of isolation, loneliness, unhappiness, bullying and the negative impact these have on health and wellbeing;
- Factual information about the prevalence and characteristics of more serious mental and physical health conditions, eating disorders, drugs, alcohol and information about effective interventions;
- How students can judge when they, or someone they know, needs support and when and where to seek confidential, professional help;
- To understand areas of sexual health and the related mental and physical issues including puberty, relationships, reproduction, menstruation, contraception, parenthood, sexually transmitted infections (including AIDS) and the risks involved in sexual activity;
- To help students be positive and confident about the physical, emotional and moral aspects of their own sexual identity.

Uxbridge High School ensures that teaching of relationships and sex education is sensitive and age appropriate in both approach and content. For more information, please visit our website.

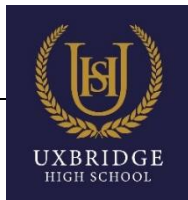
3. Religion, belief and equality

As a modern secular academy Uxbridge High School respects the faith and belief of all religions. We:

- Will not discriminate against any student based on any protected characteristic they have under the Equality Act 2010;
- Consider the needs of all of our students including additional support for students with certain protected characteristics;
- We will make any reasonable adjustments to alleviate any disadvantage faced by students, including those with SEND or Social, Emotional and Mental Health needs, including tailoring subject content specific for those students where necessary;
- Will ensure assumptions are not made based on characteristics including those relating to gender or racial identity;
- Will fully integrate LGBTQ+ issues into programs of study and the wider school including partnering with external agencies. This includes ensuring that all students understand the importance of equality and respect including sexual orientation and gender reassignment.

4. External Agencies:

External professionals who come into school to lead sessions are made aware of the RSE policy and staff evaluate and observe all lessons. All external visitors are subject to safeguarding checks following school procedures and at least one member of staff will also supervise the visitor at all



times. UHS will always ask to see material visitors use including lesson plans and materials in advance of any lessons to ensure a rigorous RSE education is provided.

5. Confidentiality and safeguarding

Students' confidentiality is respected in all RSE lessons and they are made aware of the fact that what they say in lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk. Children and staff are made aware of how to raise concerns or make a report about any issues they may find, including sensitive content including suicide and self-harm. Please see the child protection / safeguarding policy for further information.

6. Right to be excused from sex education

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education, other than that covered by the national curriculum, up until the third term before their child's 16th birthday. There is no right to withdraw from *Relationships Education* or *Health Education* under the Education Act.

A comprehensive RSE programme can have a real positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. Parents and carers do not have the ability to withdraw their child from relationships education, but may ask for them to be withdrawn from sex education. If you wish to remove your child from sex education, please write a letter to the Principal giving your child's name, date of birth and reason for removal. Following this, a meeting will be scheduled with a member of the leadership team, where you will be invited into school to discuss these reasons. The right to remove your child from sex education if granted applies only until three terms before your child turns 16.

7. Involvement of stakeholders

The school values the opinions of all its stakeholders and encourages feedback from parents, students and staff on our RSE provision. The curriculum leader for Personal Development sends out staff and student surveys annually to ensure that their views are taken into account when reviewing the RSE policy and curriculum. Student feedback is also gathered throughout the year via focus groups and direct consultation. In addition, the curriculum leader for Personal Development conducts termly CPD sessions with teachers of RSE. The policy will be available to parents through the school website and hardcopies will be made available on request.

Footnotes:

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)