



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

GB Committee Responsible:	Curriculum and Achievement
Reviewed by:	Kieran Robinson
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Approved by Committee:	15 th June 2021
Approved by Local GB:	21 st October 2021
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1. Aims

Bentley Wood High School recognises that RSE is important for lifelong learning and physical, moral and emotional development. RSE is about the understanding of the importance of long term, stable and loving relationships love and care. It covers the teaching of sex, sexuality and sexual health in an age appropriate way. It also makes students aware of the law around these topics. The School works with students, parents and health professionals to ensure the best and most suitable education possible, taking into consideration the society within which we live and the different cultural, moral and religious values represented within that society.

The aims of relationships and sex education (RSE) 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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017. The DfE have introduced new guidance on what must be included as part of the RSE Programme, with effect from September 2021.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. The DfE have also announced changes effective from September 2021.

At Bentley Wood High School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

7. Roles and responsibilities

7.1 The governing board

The Curriculum & Achievement Committee and LGB will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

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 wish them to be withdrawn from the non-statutory/ 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.

Mr K Robinson, Associate Deputy Headteacher, is responsible for the planning and delivery of the RSE Programme. Please contact the school if you would like to discuss any element of the RSE Programme with him.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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.

Requests for withdrawal should be put in writing using the form found in Appendix 2 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.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE will be monitored and evaluated in line with the 'Monitoring Evaluation and Review (MER) Cycle and will be led by the Head of Year of each year group and supported by the Senior Leadership Team. Outcomes from the MER Cycle will be fed back to further develop the curriculum.

This policy will be reviewed by the head teacher, annually. At every review, the policy will be approved by the Curriculum & Achievement Committee and the LGB.

APPENDIX 1: RSE Curriculum Coverage

Theme and Content	Year Covered
Family	
Pupils should know	
<ul style="list-style-type: none"> that there are different types of committed, stable relationships. 	All year groups
<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children. 	7, 9, 10, 13
<ul style="list-style-type: none"> 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. 	7, 8, 9, 10
<ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. the characteristics and legal status of other types of long-term relationships. 	7, 9, 10, 13
<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 	7, 8, 10, 13
<ul style="list-style-type: none"> 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. 	All year groups
Respectful relationships, including friendships	
Pupils should know	
<ul style="list-style-type: none"> 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. 	All year groups
<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	All year groups
<ul style="list-style-type: none"> 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). 	7, 8, 10, 11, 13
<ul style="list-style-type: none"> 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. 	All year groups
<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. Anti-bullying PPT 	7, 9, 10, 13
<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	8, 9, 11
<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	10, 11, 13
<ul style="list-style-type: none"> 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 	All year groups
Online and Media	
Pupils should know	
<ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 	8, 9, 10, 13
<ul style="list-style-type: none"> 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. 	7, 8, 9, 10, 12, 13

<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. what to do and where to get support to report material or manage issues online. 	All year groups
<ul style="list-style-type: none"> the impact of viewing harmful content. 	8, 10,12
<ul style="list-style-type: none"> 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. Whole school. 	12
<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	8, 10, 12, 13
<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online. 	8, 10, 12, 13
Being Safe	
Pupils should know	
<ul style="list-style-type: none"> 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. 	9, 10, 11, 12
<ul style="list-style-type: none"> 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). 	8, 9, 12
Intimate and sexual relationships, including sexual health	
Pupils should know	
<ul style="list-style-type: none"> 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. 	9, 10, 11, 12
<ul style="list-style-type: none"> 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. 	10, 11, 12
<ul style="list-style-type: none"> the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 	10, 11, 12, 13
<ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	10, 11, 12
<ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex. 	10, 11, 12
<ul style="list-style-type: none"> the facts about the full range of contraceptive choices, efficacy and options available. 	8, 12 (also covered in Science curriculum)
<ul style="list-style-type: none"> the facts around pregnancy including miscarriage. 	10, 13
<ul style="list-style-type: none"> 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). 	10, 13
<ul style="list-style-type: none"> 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. 	8, 10, 12 (also covered in Science curriculum)
<ul style="list-style-type: none"> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	8, 10, 12 (also covered in

	Science curriculum)
<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. 	10, 11, 12
<ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	10, 13
Mental Wellbeing	
Pupils should know	
<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	All year groups
<ul style="list-style-type: none"> • that happiness is linked to being connected to others. 	All year groups
<ul style="list-style-type: none"> • how to recognise the early signs of mental wellbeing concerns. 	All year groups
<ul style="list-style-type: none"> • common types of mental ill health (e.g. anxiety and depression). 	8, 9, 10, 11, 12, 13
<ul style="list-style-type: none"> • 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. 	All year groups
<ul style="list-style-type: none"> • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	7, 9, 10, 11, 12, 13
Internet Safety and harms	
Pupils should know	
<ul style="list-style-type: none"> • 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. 	7, 8, 9, 10, 11, 13
<ul style="list-style-type: none"> • 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. 	7, 8, 10, 12, 13
Physical health and fitness	
Pupils should know	
<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 	7, 9, 10, 11, 12, 13
<ul style="list-style-type: none"> • 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. 	7, 9, 10, 11, 12, 13 (also covered in Science curriculum)
<ul style="list-style-type: none"> • about the science relating to blood, organ and stem cell donation 	10 (also covered in Science curriculum)
Healthy Eating	
Pupils should know	
<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	10 (also covered in Science curriculum)

Alcohol and tobacco	
Pupils should know	
• 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.	8, 9, 11, 12
• the law relating to the supply and possession of illegal substances.	8, 9, 10, 11, 12
• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	11, 12
• the physical and psychological consequences of addiction, including alcohol dependency.	9, 11, 12
• awareness of the dangers of drugs which are prescribed but still present serious health risks.	11, 12
• 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.	8, 11 (also covered in Science curriculum)
Health and Prevention	
Pupils should know	
• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	Covered in Science curriculum
• (late secondary) the benefits of regular self-examination and screening.	11, 12, 13 (also covered in Science curriculum)
• the facts and science relating to immunisation and vaccination.	8 (also covered in Science curriculum)
• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	7, 11, 12
Basic first aid	
Pupils should know	
• basic treatment for common injuries.	11
• life-saving skills, including how to administer CPR. (Restart a heart)	11
• the purpose of defibrillators and when one might be needed. (Restart a heart)	11
Changing adolescent bodies	
Pupils should know	
• key facts about puberty, the changing adolescent body and menstrual wellbeing.	8 (also covered in Science curriculum)
• the main changes which take place in males and females, and the implications for emotional and physical health.	7, 8, 10, 13

Appendix 2: Parent form: withdrawal from sex education within RSE

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	