



# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Part of the Quality of Education Suite of Policies

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| <b>GB Committee Responsible:</b>     | <b>Curriculum and Achievement</b> |
| <b>Reviewed by:</b>                  | Kieran Robinson/Jahnvi Manzi      |
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# **Bentley Wood High School**

## **Relationships and Sex Education (RSE) Policy**

### **Statement:**

The Department for Education (DfE) provides statutory guidance issued under section 80A of the Education Act 2002 which underpins this policy. This policy should be read in conjunction with other policies and guidance referenced in appendix 1.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSE Health Education and more broadly PSHE compulsory for all students receiving secondary education.

This policy also reflects the most recent Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, to be implemented from September 2026.

Under section 3.6 of the National Curriculum, Relationship and Sex Education (RSE) is compulsory from year 7 onwards in maintained secondary schools. As a state-funded academy, Bentley Wood High School complies with statutory requirements relating to Relationships and Sex Education and Health Education and 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 school is committed to enabling students to comprehend and respect the range of sexual attitudes and behaviours in present day society. Students will be encouraged to understand human sexuality; to learn the reasons for delaying sexual activity and the benefits of such a delay. They will be helped to know what is legal; to consider and develop their own attitudes and thereby make informed decisions about the attitudes and behaviours they will adopt both while they are at school and in adult life.

The School acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, and the implementation of this policy, will seek to create an environment where students feel able to seek advice and help.

## **Definition of RSE:**

RSE is about the emotional, social and cultural development of students, 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**

### **Aims:**

- To give an overview of the content and organisation of RSE outside of Science.
- To provide accurate information about all sex and relationships issues, including the law.
- To offer young people the opportunity to explore their own emotions and develop positive attitudes and opinions about their own sexuality and human sexuality in general in a way which is an age appropriate and sensitive of cultural backgrounds.
- To enable young people to make healthy, safe and informed choices by increasing knowledge, building self-esteem and giving them the opportunity to develop the skills of communication and negotiation necessary within relationships.
- To increase understanding about the implications and possible consequences of unsafe sexual behaviour and develop the skills necessary to promote safer sexual activity.
- To enable young people to identify sources of support and information both within school and the wider community.
- To build a culture where everyday sexism, negative views of the LGBT+ communities, misogyny, violence against women and girls (VAWG), homophobia and gender stereotypes are not tolerated.

## **A broad and balance curriculum at Bentley Wood High School**

RSE links to Bentley Wood High Schools wider curriculum by:

- promoting the spiritual, moral, cultural, mental and physical development of students at the school and of society
- preparing students at Bentley Wood High School for the opportunities, responsibilities and experiences of later life.

[This supports the following: section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act].

Specifically, 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).

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

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

### **Roles and responsibilities**

**The Governing Body** of Bentley Wood High School agrees to support staff in the delivery of this policy. It will:

- ensure the necessary training and resources are available to staff
- endorse the policy of the school and support the Headteacher and staff
- work with parents/carers and the community to promote a positive image of the school policy and RSE curriculum
- keep themselves informed of current trends and legislation
- monitor the implementation of the policy
- review the policy annually.

**The Senior Leadership Team** will:

- implement the policy and ensure a staff framework that provides guidance about approaches to:
  - a) systems for pastoral support;
  - b) sex and relationships education in the curriculum;
  - c) dealing with sex related incidents e.g. disclosure of student pregnancy, sexual abuse;
- review the RSE policy in line with the policy review cycle (and before this time if guidance changes significantly)
- oversee training for staff and governors and information for parents;
- ensure assessment and evaluation occur;
- liaise with the media if necessary;

- liaise with the Head of Science to ensure that the full sex and relationships education programme is delivered;
- keep up to date with national and local developments;
- Support the Head's of Year in the effective development, monitoring and evaluation of the RSE policy, scheme of work and its implementation by staff.

**The Deputy Head of Year will:**

- monitor the implementation and impact of the curriculum across subjects as part of the MER cycle and exam analysis
- provide feedback to SLG and Heads of Department where appropriate to support the further development and implementation of the curriculum
- follow the Bentley Wood High School Curriculum Statement 2025/26 for RSE outlined in the Curriculum Policy
- follow the curriculum planning expectations set and agreed by senior and middle leaders for RSE (see Curriculum Policy)
- lead their teams on the implementation of an ambitious inclusive RSE curriculum
- measure the impact of the RSE curriculum and ensure it meets the needs of all students
- resource their RSE curriculum creatively and effectively
- review and update documents with their teams at appropriate times through the pastoral MER cycles.
- work closely with the Senior Leadership Team to continue to review and improve a high quality RSE curriculum
- work closely with the Senior Leadership Team to devise suitable and standardised assessments strategies to support understanding of student progression in RSE
- work alongside the senior leadership team to ensure that the RSE has a high profile within the school;
- liaise where relevant with the Parents; Education Welfare Officer; Child Protection Team, Children's Social Care or Police in the case of student pregnancy, sexual abuse or related sexual incident; and support parents and staff in dealing with any such incident;
- work alongside the Senior Leadership Team to identify resource and in-service training needs;

**Teaching Staff**

Science teachers and Tutors in particular, have an important role to play in the delivery of RSE through PSHE and the Science. Tutors are also important figures with regard to the pastoral care of their students and are key in creating a positive ethos and an atmosphere of trust where students feel confident to explore sensitive issues.

**Safeguarding - dealing with disclosures in school**

*(Please reference Child Protection Policy and Substance Use and Misuse Policy)*

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it (Education and Inspections Act 2006 Section 38).

**In any sex related issue, the safety and welfare of the student is paramount. Absolute confidentiality cannot be offered or guaranteed.** If a student discloses to a member of staff anything of a sexual nature which indicates that she is at risk or may become at risk, staff should inform the student that he/she must pass this information on to the Designated Safeguarding Lead, and do so at the first opportunity. She will decide the appropriate course of action.

Disclosures from students may take place at an inappropriate place or time. If this happens the teacher should talk again individually to the student before the end of the school day. In certain instances, the teacher may be able to discuss the issue with an appropriate colleague without giving the name of the student, thereby maintaining confidentiality. This will depend on the nature of the disclosure and, to some extent, the age of the student.

**Students may disclose any of the following to a member of staff:**

- that she has had or is planning to have underage sex that she has had unsafe sex
- that she is, or thinks she may be, pregnant
- that she has been raped or sexually abused in some way that she has had an abortion
- that she thinks she is a lesbian

**Staff may also receive information in other ways, for example:**

- A student tells a member of staff any of the above about another student;
- A student exhibits inappropriate sexual knowledge or behaviour;
- A teacher overhears a conversation that leads him/her to believe a student is having sexual intercourse.

**What to do if a student makes a disclosure:**

- ensure, at the start of the conversation, that the student knows you cannot offer her unconditional confidentiality;
- ensure the information is passed promptly to the Designated Safeguarding Lead;
- encourage her to talk to her parents/carers or another responsible adult e.g. a relative or sexual health practitioner, school nurse or local sexual health service. and support her in doing so;
- reassure the student that her best interests will be maintained
- if there is a possibility of abuse follow the school's child protection procedure

## **Protecting students from inappropriate online information and content**

*(Please see IT policy)*

Students will be taught how to stay safe online, including understanding online relationships, online abuse, sexual exploitation, coercion, misinformation, disinformation, artificial intelligence generated content, pornography, image sharing, cyberbullying and reporting concerns.

## **Female Genital Mutilation (FGM)**

Statutory guidance for RSE outlines the requirement to teach about FGM in paragraph 79. Updated government safeguarding guidance is now available (Keeping Children Safe in Education 2025) and includes a section about being alert to signs that young girls may be at risk of FGM. Staff at Bentley Wood High School receive regular training and updates regarding this issue and recognise that the school summer holiday, (especially during the transition from primary to secondary schools), is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2020) which includes a section for schools.

## **Equality**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that complies with legal definitions of sex but does not subject students to discrimination. Bentley Wood High School has a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). At Bentley Wood High School, we believe that inclusive RSE will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding and respect. This links to the advice provided by the Department for Education who have produced advice on The Equality Act 2010 and schools (DfE 2014b).

## **Suggested teaching and learning strategies**

A wide variety of teaching strategies will be used to deliver the RSE and PSHE curriculum. This includes differentiating resources to ensure that content is accessible to all students, including those with SEND needs. These may include some or all of the following:

- Active learning
- Use of videos, games and models,
- Visiting speakers
- Use of the Internet

**Boundaries for the Teacher:** Teachers should set boundaries for themselves and their students at the start of the lesson so that all participants feel comfortable. These may include, for example, the type of language/vocabulary acceptable to all.

**Ground Rules for the Classroom:** This follows on from setting boundaries. Ground rules should also be set at the start and agreed by all. They should include:

- Listen to others
- Don't put others down
- Don't interrupt when others are speaking
- Show respect for others
- Be tolerant of other people's views and accept their right to differ
- Only reveal what you wish to; everyone has the right to pass.

**Distancing Techniques:** It is an acceptable distancing technique for students to talk to staff in the third person about an issue. Students should be informed of this, both in the course of a lesson and particularly in a disclosure situation.

**Dealing with Questions:** Staff should answer questions only when they feel confident that the information they are giving is correct, or, if the question is of a personal nature, when they feel comfortable answering it. If a tutor is not prepared to answer personal questions this should be made clear in the ground rules. No teacher should answer a question they do not wish to or that they feel uncomfortable with. The same applies to students. When asked for an opinion the teacher may respond if he/she wishes, ensuring that any statement is prefaced with; 'This is only my opinion

**Effective Lesson Planning:** All sex and relationship sessions require careful planning. Tutors will find guidance notes and lesson plans in their PSHE files. It is essential to read these carefully before the lesson and ensure the appropriate resources are to hand. Any tutor who does not feel confident should seek the advice of their Head of Year.

**Use of Visitors:** Only visitors from reputable organisations devoted to sex and relationships education will be invited to work with students. A tutor or Head of Year will always remain with the speaker when he/she works with a group of students and will give feedback on their suitability to the PSHE Coordinator.

**Reflection:** During the sex and relationships modules delicate, controversial and sometimes, potentially shocking issues will be dealt with. It is therefore essential to give students time to reflect on these issues and the opportunity to discuss them further, with tutors and peers if they so wish. Such discussions may lead to disclosures which should then be dealt with as described in an earlier section.

## **Monitoring and evaluation**

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. (See Appendix 1)

## **Training needs and support for staff**

It is recognised that any member of staff involved in any way in sex and relationships education will need training so that they feel adequately prepared. The Heads of Year will have an important role to play at the start of each module in briefing tutors so that they feel confident and ensuring that all the relevant resources are available.

### **Working in partnership with parents**

The government guidance on RSE (DfE 2019) emphasises the importance of schools working in partnership with parents. Bentley Wood High School recognises the importance of the role of parents in their daughter's own sex and relationships education and seeks to work with parents to ensure that its students have access to the curriculum, regardless of ability, race or religious belief, in accordance with its Equal Opportunities Policy. Every care is taken to be sensitive to the religious and cultural views of parents and their daughters.

Parents have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 16) from any school RSE taught outside the National Curriculum for Science (Education Act 1996). In this instance a letter to the Head teacher expressing this wish is required. The student will then be withdrawn from the session(s) to work in another room. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw students from these relatively limited and often unplanned discussions. It should also be noted that a parent's choice to withdraw a child from RSE does not affect the child's right to use confidential health services provided at the school or elsewhere.

Although there is no legal requirement for teachers to disclose matters of a sexual nature regarding their daughter to a parent, it is the school's policy to work closely with parents at all times. Where a serious disclosure is made e.g. underage pregnancy or sexual assault, every effort is made to persuade the girl concerned to inform her parents within 24 hours and to support her in doing so. Where this is not possible the Designated Safeguarding Lead and/or Headteacher will inform the parents or a relevant agency. Where a Designated Child Protection issue is involved the school is required to make an immediate referral to Children's Social Care who then investigate according to their own procedures.

### **Working with the wider community**

The school recognises that there is a wealth of expertise available in the community and calls on the help and advice of health professionals, social workers, youth workers and members of voluntary organisations whenever required.

## **Program guidance and planning**

### **The content of Relationships and Sex Education (RSE)**

The Government has not specified what the exact content of RSE should be. However, some RSE learning objectives have been identified for schools in National Curriculum Science, the DfE RSE guidance and the non-statutory PSHE framework.

At Bentley Wood the main aims of the RSE programme of study is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will 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 covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It gives our students an understanding of what is acceptable and unacceptable behaviour in relationships. This will help students 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.

### **RSE does not encourage early sexual experimentation.**

### **DfE Relationships Education, relationships and Sex Education (RSE) and Health Education, 2019**

The guidance does not suggest detailed content/learning objectives for each Key Stage. In general, it suggests that RSE should have five main elements as follows:

#### **Families**

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- 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.
- 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.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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.

## **Respectful relationships, including friendships**

- 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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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).
- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

## **Online and media**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- 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.
- The impact of viewing harmful content.
- 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.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

## **Being safe**

- 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.
- 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).

## **Intimate and sexual relationships, including sexual health**

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

## **National Curriculum Science**

The statutory National Curriculum for Science (2013) Orders focus on biological aspects of RSE and include the following elements:

At Key Stage 3 (11-13) students should be taught:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

At Key Stage 4 (14-16) students should be taught:

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the process of discovery and development of new medicines

## **PSHE framework**

In secondary schools the non-statutory guidelines for PSHE include many learning objectives which are pertinent to RSE. Bentley Wood High School uses bases our programme of study on the three main themes and linked objectives set out by the PSHE association.

*Please see appendix 2 for an overview of the core themes and objectives.*

### **Where in the curriculum?**

*According to the DfE RSE guidance 'should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999'*

The guidance recommends that RSE should be delivered through:

- The four broad themes of the new National Curriculum non-statutory guidelines for PSHE. The themes are:
- Developing confidence and responsibility and making the most of student's abilities
- Preparing students to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- National Curriculum Science
- The National Healthy Schools Standard

At Bentley Wood School RSE is placed within the curriculum in a number of ways (and is overseen by the PSHE Co-ordinators):

1. Having a regular RSE slot in the curriculum, within the Personal, Social and Health Education (PSHE) programme. This allows sympathetic planning and enables a detailed programme to be developed.
2. RSE is also delivered through other subject areas such as science.

These approaches ensure that:

- Wherever possible RSE is integrated into the curriculum so that it is not seen as 'special' by young people but a part of a normal learning
- Sufficient time is available to develop a comprehensive programme that addresses issues in enough detail
- Staff who lead RSE need to be confident and have access to appropriate resources, support and training
- Wherever possible, RSE is delivered as a 'spiral' so that it is addressed in an ongoing manner which is appropriate to the development of young people at particular ages
- Arrangements facilitate co-ordination, progression and continuity

### **Creating the right atmosphere**

Young people need to feel relaxed and confident about discussing sex-related issues. This will only happen if staff who lead RSE are themselves relaxed and confident. There are a variety of techniques that can be used to help young people feel able to talk openly. The following techniques are used:

1. Involve young people in decision making about their own learning. Encourage them to think about what they need to learn and how they can best learn, to assess what they have learnt and to evaluate the programme and to suggest improvements.
2. Use a range of participatory learning approaches and use small group work especially for issues which may be embarrassing to some young people.
3. Use distancing techniques so that young people are not put on the spot. For example, when using case studies or role play have fictional characters rather than asking young people what they would do themselves.
4. Vary the energy levels of sessions so that more noisy activities are preceded or followed by structured, more reflective activity.
5. Use humour without descending into banter.
6. Use a question box (the 'ask it basket') where young people can anonymously post questions and comments for discussion without being clearly identified.
7. Negotiate ground rules. This is done by asking young people how they SHOULD and SHOULD NOT behave if everyone is to feel comfortable and be involved. The National Curriculum Council report 'Curriculum Guidance 5: Health Education' (1990) contains an example of ground rules which a teacher negotiated with a group of people. The ground rules were:
  - Listen to what people say
  - Don't be nasty to each other
  - No talking when someone else is talking

- Be kind to each other and give support
- If all you can say is something unpleasant, don't say anything
- If people don't want to talk they don't have to
- Don't laugh at what other people say
- Think before you ask a question

In RSE sessions, rules about not asking people personal questions, confidentiality and not talking about other people behind their backs are clarified. RSE is carried out in the 'third person' so that young people (and adult facilitators) discuss their views but are not pressed to discuss their own sexual behaviour or experiences. Use of videos, case studies, role play and stories are used for this purpose and enable real life issues to be addressed without personal disclosure.

Bentley Wood School recognises that it is much better to involve young people in drawing up their own ground rules rather than attempting to impose them. If young people feel the ground rules are their own they are more likely to abide by them. The agreed ground rules are written and placed on the wall for everyone to see. The form tutor and the young people can refer to the ground rules when necessary. They are periodically reviewed to discuss how well the group is working and to add or change them as necessary.

8. Negotiate an acceptable sexual language. Bentley Wood School recognises that sexual language is riddled with words that may cause confusion, offence, distress or embarrassment. Much of the language is very 'macho' and puts down women, treating them as objects of male gratification. If young people are to feel comfortable talking about sex-related issues they need to understand what language is appropriate to use in different settings and that use of certain words may be hurtful to other people. Rather than telling young people off for using inappropriate language it makes sense to be pro-active and discuss the issue of sexual language with them.

### **Managing sensitive issues**

RSE has become a political issue in this country in recent years. Controversy has included debate about what is taught, to what depth, when and how.

At Bentley Wood School several INSET sessions have been devoted to how sensitive issues may be delivered. Staff feel generally confident about delivering these, however support always available.

### **Resources**

**The following checklist will be used for selecting a resource for relationships and sex education. Any resource that does not meet these criteria will not be used:**

- Is it consistent with our agreed policy, aims and objectives?
- Does it conform to the legal requirements for RSE?

- Is it appropriate to the needs of our students in terms of language, images, attitude, maturity and understanding and the knowledge required?
- Does it avoid racism, sexism, gender and homophobic stereotyping? Does it exclude any young people on the basis of home circumstance, gender, race, literacy, culture, faith and religion?
- Does it include positive images of a range of young people?
- Can it be used as trigger material for discussions of difference or exclusiveness?
- Can it be adapted for use with all our students?
- Is it factually correct and up to date?
- Are there clear instructions on how to use the resource? Is the information for students distinguishable from that for teachers? Are there photocopyable handouts that can be used to reinforce learning?
- Is the resource well designed, durable and easy to store?
- Will it contribute to a broad and balanced curriculum that can be delivered within the RSE/PSHE Framework?
- Does it encourage active and participatory learning methods?

## **Appendix 1**

- Keeping Children Safe in Education 2025 (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support students' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

## **Appendix 2 – PSHE programme of study**

<https://pshe-association.org.uk/guidance/ks1-5/programme-of-study>