

Policy Name:	Relationships and Sex Education (RSE)_T4_
Review Cycle:	Annual
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Approved by / Date:	SEND Coordinator: March 2021 Merlyn Ipinson-Fleming - 21 March 2021 BCCS Local Governing Board - 24 March 2022

Date	Summary of Changes
1.9.2020	Updated policy



Relationships and Sex Education (RSE) Policy

Gathered together, that all may thrive.

Underpinned by the core values of **kindness, courage and hope** all students are encouraged to discover and achieve their full potential. BCCS is a community that values and celebrates diversity in which everyone has a unique role to play. We recognise that the ability to make safe, healthy and well informed decisions is crucial in navigating the path through adolescence into adulthood.

As part of our school's wider Personal, Social and Health and Economic Education (PSHEe) programme, Relationship and Sex Education (RSE) will be taught as part of a spiral curriculum, largely in the Lent Term. This is delivered twice a fortnight in Years 7 and 8, and once a fortnight in years 9, 10 and 11. Students in year 12 and 13 are taught RSE through Advice and Guidance sessions.

The Sex Education Forum defines RSE as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.'

Rationale

Here at BCCS we believe in educating students about healthy lifestyles, relationships and living in the wider world. We feel this is important preparation for leading a happy and healthy adult life. A growing body of research shows that pupils who are emotionally healthy, achieve more in school. PSHEe helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHEe and the National Curriculum, which lie at the heart of our policy to raise standards and expectations for all pupils.

The objective of relationships and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHEe, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Inclusion

PSHEe resources have been designed to be inclusive in terms of the visual imagery used, so that the resources can be seen to be representative of our student body, and so that they are accessible and applicable to students from a range of backgrounds. The visual nature of the PowerPoints will also assist EAL students in their understanding. The PSHEe curriculum will be delivered in compliance with the Equalities Act 2010 and will promote inclusive language and acceptance of all genders, relationships and identities. The PSHEe

programme of study is shared with pastoral leads and the SEND department so that additional time can be spent helping students to unpack their learning, with the aid of key workers, or so that vulnerable students can be forewarned about sensitive subject matter.

Annually, parents are given the opportunity to see and give feedback on the PSHEe and RSE curriculum before it is delivered. Student voice is carried out each summer term too.

Ofsted states that: *“Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help”*. (2013)

Age-appropriate teaching

Guidance on what is age appropriate has been released by the government via the department of education. Their latest guidance states in no uncertain terms what all students should have the right learn about by the end of primary and secondary school. At BCCS we also take guidance from the PSHEe association who collate national data on what issues affect young people and when as well as our own student voice surveys and health and behaviour survey from SHEU to create a bespoke curriculum.

Below is a summary of what (in regards to RSE) the DfE states all students should know by the time they reach the end of secondary school (Year 11)

<p>Families</p>	<ul style="list-style-type: none"> • <i>that there are different types of committed, stable relationships.</i> • <i>how these relationships might contribute to human happiness and their importance for bringing up children.</i> • <i>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.</i> • <i>why marriage is an important relationship choice for many couples and why it must be freely entered into.</i> • <i>the characteristics and legal status of other types of long-term relationships.</i> • <i>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</i> • <i>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.</i>
<p>Respectful relationships (including friendships)</p>	<ul style="list-style-type: none"> • <i>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 relationships.</i> • <i>practical steps they can take in a range of different contexts to improve or support respectful relationships.</i> • <i>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).</i> • <i>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.</i> • <i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</i> • <i>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</i> • <i>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</i> • <i>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.</i>
<p>Online and Media</p>	<ul style="list-style-type: none"> • <i>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</i> • <i>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.</i> • <i>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</i> • <i>what to do and where to get support to report material or manage issues online.</i> • <i>the impact of viewing harmful content.</i>

	<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. • 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	<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. • 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 relationship, including sexual health	<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. • 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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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.

* The items highlighted would be considered as ‘Sex Education’ and thus parental (and carer) right to withdraw applies

Age 11–13 - Most young people will be going through puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy – how it can be avoided, and safer sex. They may also be wondering if their physical development is ‘normal’. Young teens also want to know about the difference between sexual attraction and love and whether it is usual to be attracted or in love with someone of the same sex. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure, and where they can get more information if they need it, including the best websites. Identifying how prejudice operates and being able to play a part in stopping prejudice based on gender identity and sexual orientation is also important.

Age 14–16 At this age young people want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They may ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. Most young people will not have sexual intercourse until they are at least 16, but statistics show that about a quarter of young people will have had sexual intercourse by the time they are 16.

Age 16+ At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed. They will be interested to know more about being gay, lesbian, bisexual or transgender. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility. They will be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the relationship between self esteem and body image and how to challenge negative messages from peers, the media and society is also important.

Learning about sex and relationships is a life-long process and the transition from secondary school to sixth form or further education can be a very significant time in terms of young people's personal development and relationships. Most young people first have sex aged 16 or above, and experiences of non-volitional sex (sex against someone's will) are particularly prevalent in the 16–18 age-group (Macdowall, 2013). It is therefore very important that SRE continues post–16.

The full DfE guidance can be found [here](#).

Our PSHEe programme of study can be found [here](#).

Tutor time 'community' sessions also supplement timetabled PSHE lessons.

Home Learning

Teaching will be adapted to be made suitable for home learning should years groups need to isolate at home. As standard procedure all lessons will also be available for students to follow on Google Classroom should they be absent for any reason.

Parental permission to withdraw from RSE

The right to withdraw has changed. There is no right to withdraw a child from Relationships Education at secondary level. Parents/Carers do have a right to withdraw their child from Sex education which is delivered as part of RSE in secondary schools. This is because parents have the right to teach this themselves in a way which is consistent with their values. This will be granted (unless there are exceptional circumstances) until three terms before your child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the Department for Education suggest school should make arrangements for this to happen before the child turns 16 - the legal age of sexual consent. This is a new rule brought in the Department for Education in 2020.

Parents and carers should bear in mind also that topics such as the menstrual cycle, puberty and human reproduction (with naming of all sexual organs and anatomy) are covered within Science, beginning in year 7. There is also discussion of contraception and abortion in year 10 Religious studies and it is not possible to withdraw students from these lessons.

Monitoring and assessment

10 minute tests are undertaken by all students to monitor their ability to make safe, healthy and informed choices. The Data is recorded in a centralised data drop when required. This is for personal development reasons as well as safeguarding. Any concerns should be reported to the safeguarding Lead (S Fuller / S. Heaton-Jones). It is also within the department marking policy that each topic should now include an opinion piece or extended writing that can be BRAG'd and marked, with chance for students to act on feedback, in line with school policy and foci.