

Policy Name:	Relationships and Sex Education (RSE)_T4_23/24
Review Cycle:	Bi-Annual
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Approved by / Date:	BCCS Local Governing Board - 11 May 2021 SEND Coordinator: March 2022 Ian Henry & Governor Merlyn Ipinson-Fleming - March 2022 Stephen Fuller & Mia Helmich - February 2024

Date	Summary of Changes
1.9.2020	Updated policy with inclusion of 'home learning'
29.4.22	Layout in line with PSHE Association guidelines & safeguarding lead update. Layout in line with PSHE Association guidelines & safeguarding lead update Met with Jo Thurston in regards to parental withdrawal and outlined the lessons to which this applies
21.02.24	Appropriate language around contested topics - e.g. language around gender identity List of example external organisations used for source materials P16 provision

Relationships and Sex Education (RSE) Policy

Gathered together, that all may thrive.

Rationale : In keeping with Bristol Cathedral Choir School's (BCCS) overarching core values of kindness, courage and hope all students are encouraged to discover and achieve their full potential. A wealth of evidence suggests that promoting the health and wellbeing of students has the potential to improve their educational and health outcomes. The broader subject of PSHEe helps young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. At BCCS we believe in educating students about healthy lifestyles, relationships and living in the wider world as important preparation for leading a happy and healthy adult life. This will involve Relationship and Sex Education (RSE)

RSE, as per recent (April 2019) guidance from the Department for Education is now a statutory requirement in all Secondary schools across the UK. The objective of RSE is to equip young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health, wellbeing, physical, emotional and moral development. RSE teaches the fundamental building blocks of

positive, 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. Children need to learn about relationships in an age-appropriate way in order to stay safe

The intended outcomes of our programme are that pupils will:

- know and understand the law and how to make safe and healthy decisions
- understand they have a right to be authentic versions themselves and be protected from harm
- understand they have a responsibility for global stewardship and making choices to minimise risk
- develop the skills of self reflection and regulation, decision making, empathy, active listening, communication and evidence evaluation
- develop the attributes of self-esteem, self awareness, resilience, respectfulness and independence.
- know where to seek support on a range of topics that can present in adolescence and adulthood.

Roles and Responsibilities : Responsibility for the RSE policy in your school ultimately lies with the governing body. This document has been consulted upon and approved by Governor Merlyn Ipinson-Fleming. The Head teacher, Jo Thurston is responsible for agreeing upon which lessons classify as 'sex education' outside of what is covered within the science curriculum and therefore which lessons students can feasibly be withdrawn from at the request of parents and carers. Mia Helmich, the PSHEe Head of Subject is lead responsible for curriculum and resource design and improvement, staff training and quality assurance, as well as monitoring of data and student voice. Subject teachers, who are largely part of the highly specialist pastoral team, are responsible for delivering the quality assured bank of lesson resources, assessing student understanding, providing thoughtful questioning and feedback, signposting relevant sources of support and information and reporting and safeguarding concerns. Parents/carers are also offered the opportunity to assist in curriculum improvement and comment on what they feel is essential content, annually.

Continued Professional Development: Teaching staff will receive training from the Head of Department to support pupils with the delivery of RSE. The Future Learn course 'How to teach safe and effective RSE' has been adapted to be delivered in school in an hour session and staff will be assessed on their understanding and provided with further reading. There will be a minimum of 2 CPD opportunities for teaching staff per year as well as signposting to FREE CPD opportunities through external organisations within the school's regular CPD bulletin. Bespoke support and coaching will also be offered to staff who flag as having an area of expertise that is underdeveloped

Legislation: Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include: Education Act (1996) Learning and Skills Act (2000) Education and Inspections Act (2006) Equality Act (2010), Supplementary Guidance SRE for the 21st century

(2014) Keeping children safe in education – Statutory safeguarding guidance (2021) and Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Curriculum design: A successful programme, firmly embedded within timetabled Personal, Social and Health and Economic Education (PSHEe) lessons, elevates the status of the subject and will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. RSE is taught as part of a spiral curriculum, delivered through timetabled PSHEe lessons. RSE will be taught largely in the Lent Term - when staff know their classes well. PSHEe 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 PSHEe themed Advice and Guidance sessions.

Selected resources, such as book and film clips, will be used which support and promote understanding within a moral/values context and underpin learning on positive and unhealthy relationships. Learning about relationships and sex education in PSHE education lessons will complement learning in Science and Religion, Ethics and Philosophy lessons.

Inclusion: 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. 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. Teachers of PSHEe are careful to present a number of 'ways of life' that fall into the realms of positive and safe norms. Teachers are guided to use phrases such as 'some people believe... others would argue...' in acknowledge that people will have different views on specific topics. Students are encouraged to consider the British value of 'tolerance' or acceptance and will be supported to respectfully disagree if and when appropriate. Staff are asked not to teach contested issues as fact or promote their own agendas. 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.

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. This adaptation first became available throughout the covid-19 pandemic but it is also applicable for exclusions and hospital education when appropriate

Safe and Effective Practice: Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. RSE will not be delivered in isolation and is 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. We will ensure a safe learning environment by having well trained staff who establish teacher/student ground rules. Staff will encourage the use of distancing techniques such as not using the names of peers to protect them when students are giving analogies and to protect students from oversharing sensitive information in a classroom setting. PSHEe teachers are to make themselves available to discuss disclosures in an appropriate setting and will not promise confidentiality. Sensitive issues will be logged

on CPOMS and handled by the safeguarding team (Steve Fuller and Sarah Heaton Jones). Students will see signposting to in house and external help each lesson and are able to raise questions anonymously through Whisper; online or via text 07624804247. All staff teaching RSE have been trained in line with the Future Learn 'Safe and Effective RSE' course.

Safeguarding Safeguarding is everyone's responsibility. Ofsted state 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". Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead (Steve Fuller) and in his absence their deputy (Sarah Heaton Jones). Visitors/external agencies which support the delivery of RSE may on occasion be invited into school - the following [document](#) informs on how this should be done. They will be required to report any information in regards to a student that may be at risk of harm. The protocol for inviting visitors into school is detailed within the safeguarding policy, ([link the document](#))

Monitoring, Reporting and Evaluation: Assessment in RSE will take the approach that students must know a number of fundamental laws, facts and sources of information to be safe. We can test this understanding through simple assessment using multiple choice, that is accessible for all students. These '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 (Stephen Fuller / Sarah 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 rated and marked, with chance for students to act on feedback, in line with school policy and foci.

Engaging Stakeholders (including parent/carers consultation): To ensure the creation of a bespoke curriculum that meets the needs of all students, BCCS draws evidence from a number of sources to ensure a well rounded and current curriculum. Planning is informed by the PSHE Association, The Department for Education's Statutory guidelines on RSHE and through student voice annually in the summer term and more formally through the collation of data by SHEU health related behaviours survey who then present data on a range of health and wellbeing topics for each year cohort and in comparison with young people across the city and nationally. This ensures that our programme of study is also age appropriate. Additionally, parents are given the opportunity to engage with and give feedback on the PSHEe and RSE curriculum each year. This is shared through the newsletter and remains a feature for term one. Parents are encouraged to email, call or visit in person to discuss their thoughts.

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. Lessons that are deemed 'sex education' are outlined in the Programme of Study and highlighted in yellow. Every effort will be made to discuss the circumstances with parents/carers to avoid withdrawal but parents/carers do 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 the child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the Department for Education suggests school should make arrangements for this to happen before the child turns 16 - the legal age of sexual consent. Parents/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 sex, contraception and abortion in year 9-10 Religious studies and it is not advised to withdraw students from these lessons. Parents/carers should also consider the implications of isolating their child in that they do not have the same knowledge and tools as their peers. It would of course be better to have conversations of a sensitive nature with an adult present than learn 'second hand information' via their peer discussions. When a student is withdrawn for a select number of lessons, they will be given alternative work around wellbeing or given the opportunity to engage in SIT time of revision where appropriate. This will take place in the library and will as directed by their PSHEe teacher

The Department of Education now state it is a statutory requirement that all students should know the following, by the time they reach the end of Year 11:

<p>Families</p>	<ul style="list-style-type: none"> • 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.
<p>Respectful relationships (including friendships)</p>	<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 relationships. • 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.

	<ul style="list-style-type: none"> • 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	<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. • 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 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 offense 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, mental, sexual, reproductive health & 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 access to 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.

Post-16 Provision

Although not a statutory requirement we continue to teach PSHEe through to years 12 and 13. By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences at this crucial transition point in their lives. The learning opportunities at key stage 5 assume that students have already covered those in key stage 4, as is statutory, however, students entering KS5 from different feeder schools may bring a range of experience and understanding, so it is at times, appropriate to revisit learning opportunities covered at BCCS in KS4 to ensure a base level of understanding. Lessons are delivered by PSHEe teacher rather than a tutor and lessons follow the same spiral curriculum building on the themes of relationship, health, wellbeing and living in the wider world.

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 to learn about by the end of primary and secondary school. At BCCS we 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 the health and behaviour survey from SHEU to create a bespoke curriculum that delivers content to students before the absence of knowledge becomes problematic. The intention is not to 'wake sleeping dogs' but to educate young people in a timely way that works with the information they are receiving from peers, the media and society.

RSE Policy Review: As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months / 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Other useful links

The full DfE guidance can be found [here](#). Additionally, information on the Statutory Changes to Relationship, Sex and Health education can be found [here](#) with translations into Arabic, Urdu, and Somali. An overview of the learning in each year group can be found [here](#) in the PSHEe programme of study.

List of sources used to create lesson materials

PSHEe lessons are created by Mia Helmich but on occasion materials from specialist sources are used to enhance the lessons. A list follows:

- PSHEe association accredited resources
- Cre8tive resources + Jigsaw
- Sex education forum
- CEOP
- Talk to Frank
- Brook
- Mind / Young minds
- Mental Health Foundation