Policy	Relationships and Sex Education Policy
Headteacher	TOM KELLY

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2021/22	Mr T Kelly / A Childe		Mrs J Reed/ Mr S Ingram
2022/23	Mr T Kelly / A Childe		Mrs J Reed/ Mr S Ingram

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
Feb 2022	The draft version (June 21) updated for the review of sexual abuse in schools and colleges (10.6.21) and consultation with parents, staff and student council (July-September 2021)	A Childe	Feb 22
Dec 2022	Revised for 'child on child' terminology	A Childe	Dec 2022
Jan 2024	Updated 5-year curriculum overviews/ 10. Monitoring /Removal of redundant appendix	A Childe	Feb 2024

Date Ratified by Governors	Review Date
February 2024	February 26

Contents

1. Aims

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

It is also our intention to teach core elements of RSE within the context of our core values: Courage, Commitment and Compassion.

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils to all pupils following the statutory requirement for all secondary schools to deliver this from September 2020; we also comply with the requirements of the Equality Act 2010 as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At Bedale High School, the delivery of RSE is underpinned by these policies.

3. Policy development

You **must** consult with parents when making changes to your RSE policy and it's good practice to consult with staff and pupils too. The text below is an example of how schools may do this. You'll need to adapt this section to reflect your own policy development process. For example, you may want governors to be involved earlier in the policy development process.

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

The Department for Education's statutory <u>Relationships Education, RSE and Health Education</u> guidance sets out what schools must cover. The statutory guidance (including coverage of SMSC) is comprehensively covered by learning opportunities for each key stage in our five-year programme for PSHE through three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World',

Even though much of 'Living in the Wider World' is not included in statutory requirements, this core theme is equally important. The PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Our curriculum overview for PSHE is set out in Appendix 1, but it will be reviewed and adapted once the period of consultation has closed in October 2021. The aim of this consultation is to gather the views of parents, pupils and staff and to consider the age, needs and feelings of pupils, to create a curriculum that meets the needs of our school community.

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.

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). With regards to PSHE, the curriculum is based upon the updated programme of study developed by the PSHE Association. The delivery of the taught PSHE curriculum is strengthen by the planned activities undertaken during daily tutor time sessions, weekly assemblies, drop-down days (e.g. during National Careers Week), trips (e.g. Diversity trip to Bradford), links with external agencies as part of our CEIAG provision and the Bedale Alumni Programme.

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 (updated to cover page 2 of the updated statutory guidance, September 2021)

> Being safe

> Intimate and sexual relationships, including sexual health

> For more information about our RSE curriculum, see Appendices 1, 2 and 3.

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).

When planning PSHE sessions, tutors consider the demographics of the student community (including information from sources such as the Growing Up in North Yorkshire survey), and also whether it is appropriate or necessary to put in place additional support for SEND students or students with particular protected characteristics, as these students are often more vulnerable and are potentially at greater risk. It is crucial that RSE is accessible for all students, and that high-quality teaching

The school strives to foster healthy and respectful child-to-child communication and behaviour between boys and girls, and to provide an environment which challenges abusive, negative or stereotypical perceptions and actions. Staff training has been used to raise awareness about issues such as sexism, homophobia and gender stereotypes – and how positive action, including the modelling of positive behaviours, can be taken to build a culture underpinned by our three core values where these are not tolerated and any occurrences are identified and tackled immediately in-line with the school's pastoral and behaviour policies.

7. Roles and responsibilities

7.1 The governing board

The governing board 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/non-science components of RSE (see section 8).

7.3 Staff

All form tutors are responsible for teaching RSE as part of our PSHE delivery in school; we consider form tutors best placed to deliver the PSHE programme as they are the ones who usually know their tutees the best, and are in a position to carefully tailor sessions to meet the needs of *all* students.

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/non-science components of RSE, whether this is in Science lessons or through PSHE.

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.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, demonstrating their awareness of our core values: Courage, Commitment and Compassion.

8. Parents' right to withdraw

Parents have the right to withdraw their children from certain components of sex education within RSE (any aspects of Sex Education, other than those which are part of the science curriculum) 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 3 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 is monitored by Andy Childe and Heads of Key Stage through:

- Quality Assurance Fortnight: PSHE session drop-ins, student voice and staff voice
- Whole-school student wellbeing survey (coordinated by the Wellbeing in Mind team)
- Growing Up in North Yorkshire survey
- Annual PSHE Review
- Half-termly review of taught content (through scheduled feedback points from Form Tutors / Directed 'PSHE-Planning Time' for teachers)

This policy will be reviewed by Tom Kelly, Headteacher, annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum overview

PSHE Curriculum Overview: Key Stage 3

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

PSHE Curriculum Overview: Key Stage 4

Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media Risk and emergency contacts Positive and negative relationships	Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multi-cultural societies Equity, equality and inequality My health	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support
Year 11 (15-16)	Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns, sexting Keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self- examination, STIs, sexual pressure, fertility issues, contraception, consent, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

PSHE Curriculum Overview: Useful Links

North Yorkshire Agreed Syllabus for Religious Education:
https://cyps.northyorks.gov.uk/religious-education-re

National Curriculum in England – Citizenship:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf

Statutory guidance – Relationships and Sex Education:
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary

AQA Religious Studies (short course): https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-short-course-8061/specification-at-a-glance

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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

Appendix 3: 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	Include notes from discussions with parents and agreed actions taken. Eg: Student xxxx will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in The Base