RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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Review Led by: Barr Beacon School

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This policy <u>must</u> be read in conjunction with the Matrix Child Safeguarding Policy, Behaviour Policy ICT Acceptable Use Policy, Anti-Bullying Policy, E-Safety Policy and Equality and Diversity Policy

1. AIMS

1.1 The aims of this policy is to provide a working document of clear guidance to governors, staff, parents/carers and pupils on the delivery of relationships and sex education (RSE) at Barr Beacon School and to ensure pupils learn about:

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers, marriage or other type of committed relationship.
- How to recognise, understand and build healthy, nurturing relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge, and the law around sex, sexual health and sexual orientation, gender identity, set firmly within the context of relationships.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Female Genital Mutilation (FGM), honour based violence and forced marriage.

1.2 Internet safety and the rules and principles for keeping safe online will be taught throughout all aspects of RSE.

1.3 The aims above are in line with the core expectations that we promote to all pupils:

- Maintain a positive attitude.
- Show respect for all and display high levels of commitment to being the best you can be.
- To encourage and promote a 'telling school ethos'.

1.4 The content will be taught in an age appropriate and developmentally appropriate way. Topics will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

1.5 Teaching will build on the knowledge acquired at primary school (Appendix 1) and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex (Appendix 2).

1.6 Menstruation: Pupils will be taught key facts about the menstrual cycle. In addition to curriculum content, adequate arrangements will be made to help girls prepare for and manage menstruation, including requests for menstrual products.

1.7 Teaching about mental well-being is central and the content delivered will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.

1.8 The content will support the wider work of school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society

2. INTRODUCTION

2.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

3. STATUTORY REQUIREMENTS

3.1 The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. Health Education compulsory in all state-funded schools.

4. DEFINITION

4.1 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.

4.2 RSE is not about the promotion of sexual activity.

5. DELIVERY OF THE PROGRAMME

5.1 At Barr Beacon School we acknowledged that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

5.2 RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, SEND, e-safety, anti-bullying and safeguarding.

5.3 RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

5.4 Science, computing and physical education will complement some of the topics covered in Relationship Education, RSE and Health Education.

5.5 Across both Key Stages, pupils 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

5.6 Anatomical terms and language will be used when teaching RSE.

6. EQUALITY OF OPPORTUNITY

6.1 We will use RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues.

6.2 RSE delivery is designed to comply with the Equality Act 2010 and will include LGBT+ content in the programme. This will include talking about LGBT+ families and teaching about sexual orientation and gender identity.

6.3 The religious background of all pupils will be taken into account when planning teaching and comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

6.4 Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they make.

6.5 Under the Equality Act, the school will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships, or sexual orientation.

7. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

7.1 Relationships Education, RSE and Health Education will be accessible for all pupils.

7.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.

7.3 The school will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

7.4 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils. For example pupils with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different developmental stages.

8. PARENTS' RIGHT TO WITHDRAW

8.1 Parents have the right to withdraw their children from the non-statutory components of RSE (intimate and sexual relationships, including sexual health), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. Parents cannot withdraw their child from Relationships or Health Education.

8.2 Parents can identify when RSE is being covered by referring to the PHSE 5 year overview document on the school website.

8.3 Requests for withdrawal should be made in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's file. The Headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

8.4 **There is no right to withdraw from Relationships or Health Education.**

9. WORKING WITH EXTERNAL AGENCIES

9.1 To support and enhance the delivery of RSE, Barr Beacon School works with external partners to draw on specialist knowledge and implement different ways of engaging with young people.

9.2 Where external agencies are used, the school will ensure that all the necessary checks are completed of the visiting organisation and any visitors linked to the agency.

9.3 The school will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

9.4 The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

10.   SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

10.1 The school recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education.

10.2 We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

10.3 In line with the document Keeping Children Safe in Education (KCSIE, 2019), all staff are aware of what to do if a pupil tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children's Services.

10.4 A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

11. MONITORING AND EVALUATION

11.1 The delivery of RSE is monitored by the school's Leadership team, Heads of House and the school's PSHE Lead through the school's monitoring programme of curriculum reviews, learning walks, PSHE working walls, lesson observation and pupil voice.

11.2 Pupils' development in RSE is monitored by pupil surveys, self-evaluations, pop quizzes, written work and discussions.

11.3 RSE is not formally assessed.

12 INFORMING AND INVOLVING PARENTS, STAFF AND PUPILS

12.1 Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. Relevant sections of this RSE policy will be included in the school's *Prospectus* booklet, published annually in August.

12.2 This policy has been designed in consultation with Parent Forum representatives and the views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available on the school's website as well as an overview of topics covered by each year group.

12.3 Pupils' views are gathered through school surveys and the various committees (school Council, Mental Health Ambassadors, Digital Leaders and the Anti-bullying Champions). that the school operates, identifying needs.

12.4 All staff play an important role in supporting the delivery and review of RSE.

By the end of primary school:

Families and people who care for me	Pupils should know that: • Families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

	• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know: • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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 those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know: • That people sometimes behave differently online, including by pretending to be someone they are not.

	• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	• How information and data is shared and used online
Being safe	Pupils should know:
	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
	• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
	• How to recognise and report feelings of being unsafe or feeling bad about any adult.
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard.
	• How to report concerns or abuse, and the vocabulary and confidence needed to do so.
	• Where to get advice e.g. family, school and/or other sources.

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and, in addition, cover the following content by the end of secondary:

Families	Pupils should know:
	• 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	Pupils should know:
	• 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	Pupils should know:
	• 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	Pupils should know: • 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	Pupils should know: • 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 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.