



# Bassingbourn Village College

## Relationships and Sex Education (RSE) Policy

Approved/Ratified by Governors on	28 <sup>th</sup> January 2021
Review cycle	Annually
Date of next review	January 2022

### College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible, respectful, resilient, healthy and independent members of society.

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## **Section 1 - The Context of Our RSE Policy**

### **a) Rationale**

The purpose of relationships and sex education (RSE) at Bassingbourn Village College is to educate our students in areas which will, in turn, continue to foster the safety of our community. This means that we can support our students on their journey learning about and developing positive, healthy behaviours while preparing for the opportunities, responsibilities and experiences of later life. We view this vital education as a partnership between home and school, providing the opportunity for students to learn about relationships and sex education and leading them to be able to understand and foster healthy relationships.

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. It involves a combination of sharing information, and exploring issues and values. Our RSE curriculum aims to give our students the information they need to help them develop healthy, nurturing and committed relationships of all kinds, not just intimate relationships. It covers contraception, developing intimate relationships and both resisting and not applying pressure to have sex. It teaches what is acceptable and unacceptable behaviour in relationships with the aim of understanding the positive effects that good relationships have on mental wellbeing and identifying when relationships are not right and how such situations can be managed. The curriculum is intended to create a positive culture around issues of sexuality and relationships, helping students to develop feelings of self-respect, confidence and empathy and providing a framework in which sensitive discussions can take place.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build their confidence and self-esteem and to understand the reasons for delaying sexual activity. Effective RSHE also supports people throughout life to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

### **b) The Wider Agenda**

Current regulations and guidance from the Department for Education state that all secondary schools must deliver relationships and sex education. As such, we are required to teach relationships and sex education as part of our Personal Social, Health and Economic (PSHE) education curriculum, both during PSHE lessons and in broader pastoral contexts.

The parental right to withdraw students from RSE remains for aspects of sex education which are not part of the Science curriculum.

Documents that inform our RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Gov UK 2019)
- Education and Inspections Act (Gov UK, 2006)
- Equality Act (Gov UK, 2010)
- Supplementary Guidance SRE for the 21st century (PSHE association, 2014)
- Children and Social Work Act (Gov UK, 2017)
- Sexual violence and sexual harassment between children in schools and colleges (Gov UK, 2018)
- Internet safety Strategy Green Paper (Gov UK, 2018)
- Sex and Relationships Education for the 21st Century' (Sex Education Forum, 2019)
- Sex and Relationship Education Guidance (DfE, 2000)
- Programme of Study for PSHE Education (PSHE Association, 2020)
- Keeping Children Safe in Education including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse (DfE, 2020)
- Shhh....No Talking (Terrance Higgins Trust, 2016)
- Education for a Connected World Framework (Gov UK, 2020)

## Section 2 - Our RSE Policy

### **a) Policy Introduction**

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Bassingbourn Village College we teach RSE as set out in this policy.

It has been produced by the Curriculum Assistant Principal through consultation with the parent and student body, the pastoral team, school governors and professional colleagues.

RSE at Bassingbourn Village College will be delivered within an ethos of honesty, trust, respect and care. We appreciate that whilst values cannot be imposed, our students can be equipped with the skills necessary to consider other people's values whilst developing their own.

Our RSE policy is set in the wider context of our school values and ethos, within which we seek to:

- Promote a healthy, safe and caring learning environment for all students and staff
- Provide a broad and balanced curriculum for all our students, which values their diverse backgrounds and needs
- Promote student's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community
- Develop healthy, happy, young people who know how to keep themselves and others safe
- Prepare our students to engage confidently with the challenges of adult life
- Help our students to learn to respect themselves and others and move confidently from childhood, through adolescence, into adulthood
- Create a wider awareness of religious and moral values and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of RSE: Curriculum, Assessment, Teaching; Safeguarding and Child Protection; Expectations for Learning; ESafety and ICT; Equality and Diversity. This RSE Policy will be made available to staff, parents and governors via links from the school website. This policy is consistent with current national legislation (Education Act 2002 and Academies Act 2010). It is also consistent with current national statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, which comes into effect by Summer 2021. Our Policy reflects the statutory status of RSE, as described in the Children and Social Work Bill 2017. Our Policy also reflects recommendations from OFSTED, the PSHE association and the Sex Education Forum.

We believe that provision of high quality RSE supports us in our duty to promote student wellbeing, our responsibilities for safeguarding (including the requirement to be alert to signs of risk of Female Genital Mutilation), as well as our duty to ensure that teaching is accessible to all students.

### **b) Aims for our RSE curriculum**

We have a responsibility and opportunity to support our students in developing mature and understanding attitudes towards relationships and sex. RSE is part of a young person's broad, balanced curriculum, and part of our students' all-round development. We believe that RSE will support our students in developing strong, positive, and stable relationships whilst promoting respect and compassion for themselves and all others.

We will work towards achieving the following RSE aims for our students:

- To develop and explore personal values and a moral framework to guide decisions and behaviour
- To respect themselves and others, their views, backgrounds, cultures and experiences
- To develop relationships based on mutual respect
- To challenge discrimination and prejudice in society and to promote equal opportunities
- To ensure students feel prepared for the physical and emotional aspects of pubertal change
- To develop students' communication and social skills so that they can develop positive relationships and friendships with others
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment and to develop students' confidence to talk, listen and think about their feelings and relationships
- To help students to recognise the value of different types of family life, the implications of parenthood and the needs of the very young
- To ensure there is no stigmatisation of children based on their different home circumstances.
- To promote inclusion and eliminate discrimination
- To encourage children to recognise the value of intimacy in loving and caring relationships
- To provide opportunities for students to examine their own values and those of other people
- To encourage effective communication about relationships and sexual matters between children, their parents/carers, family and friends
- To set the physical aspects of relationships and sex education within a moral, values-based framework
- To explore the role of trust in healthy relationships
- To be able to confidently name the parts of the body using the correct terminology and understand the process of human reproduction
- To understand the reasons for and benefits of delaying sexual activity
- To recognise and avoid exploitative, coercive and controlling relationships
- To explore and confidently discuss issues and develop skills relating to consent in different relationships
- To explore their own values and attitudes towards gender identity
- To value, care for and respect their own bodies
- To develop their skills and knowledge to access advice and support from local services
- To present facts in an objective and balanced manner to enable students to comprehend a range of sexual behaviour in society and to understand the influence of the media
- To develop students' awareness of the law as it relates to sexual behaviour
- To give children essential skills to keep themselves safe online and offline and to recognise when something is risky or unsafe
- To meet the school's safeguarding obligations.

### **c) Delivering Our RSE Curriculum**

We recognise that good RSE is only possible in the context of the provision of excellent PSHE. Some of our aims for RSE will be covered through broader PSHE, some through specific RSE provision and some through other subject areas and enrichment.

Our RSE Curriculum (see appendices) is wholly consistent with the National Curriculum (2014), DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the new statutory status of RSE. We review our curriculum regularly, as the guidance on statutory RSE is developed and updated.

### **c)i) Delivery structure**

We consider RSE to be a continuous process of learning, which begins well before students enter our school and continues into adulthood. Our progressive curriculum is designed to be appropriate to each age group and will revisit topics at suitable intersections throughout a student's time with us. We recognise that all adults in our school have a part to play in supporting the delivery of RSE. The objectives of the RSE Curriculum will mainly be taught in PSHE through designated lessons although we are aware of the need for a whole school approach and other curriculum areas, especially Science, English, RE and PE will also deliver content covered in the statutory guidance. In addition, there may also be a range of enrichment activities where RSE areas will be covered, such as assemblies, Curriculum Days, pastoral support, targeted support for vulnerable young people and social skills groups. Elements may also arise during involvement in school trips and activities carried out promoting healthy living.

Specific lessons and Units of Work on RSE are planned into our teaching programme in every year group using both the statutory guidance and the information we know about the needs of the cohort. We will describe our RSE curriculum as part of our wider provision for PSHE on the school website, thus complying with our statutory duty to publish our school curriculum online. As PSHE and RSE may be reactive, as well as pro-active, subjects the actual topics and timings may be slightly different to those published. In this case, care will be taken to ensure that all statutory requirements are still met through a review of the holistic experience of the cohort.

Throughout their time at BVC, our students will consider respectful relationships, including friendships. They will study age-appropriate content about physical aspects of sexual relationships, their own emotions and how to manage them, and social aspects of sexual relationships, such as positive and negative influences from friends. We will consider the teachings of different religions about family and marriage and the right of people to make these choices and live their lives according to these beliefs as well as other types of relationships with adults of the same or different sex, and the law that a person in the UK may marry the person of their choice regardless of that person's sex and, if they wish, bring up children together. We will consider a diversity of families and relationships in our society and the need to respect the rights of other people to enter into relationships which may be different to those of the faith or community we identify with. Alongside this, students will be taught that all bullying, including homophobic bullying or discrimination, is wrong and must be reported if it occurs. Our RSE provision will require an approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experiences.

Typical concerns of students in Years 7 and 8 include puberty, hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development and menstruation. They will be provided with reliable information about physical changes associated with puberty and will consider how these affect their self-image, body image and relationships. Students will learn about pregnancy and associated choices. Privacy and consent will be introduced. Issues such as Female Genital Mutilation start to be introduced in Year 8.

During Year 9, students will begin to consider how people make decisions about whether to have sex and whether to delay their first sexual encounters. At this age they are often interested in the levels of sexual

activity amongst their own and older peers and will be given factual information about these questions. By this age, students will be more likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess their sources for reliability. Students will be given the opportunity to ask questions in a safe and controlled environment. They will explore attitudes about prejudice and develop skills to challenge prejudice based on gender, identity sexuality or sexual orientation. Sexually Transmitted Infections (STIs) and the use of protection will be covered. Issues including Female Genital Mutilation (FGM), Child Sexual Exploitation, breast ironing and domestic abuse will all be considered. Online relationships and the fact that online pornography misrepresents and distorts all kinds of relationships and sex, including for LGBT people will be addressed.

In Years 10 and 11 students will revisit themes addressed in earlier years, but in new detail as their experiences have widened. Topics covered will comprise: behaviours and relationships including relationship types; ways of responding to pressure to have sex; what to expect of a partner and how to communicate and negotiate with them. Sexuality, anatomy, hygiene and protection will all be expanded on. Information about contraception, sexual health and how to access services will feature in both year groups. The topic of consent will be re-covered, as well as information regarding talking to parents about sexual activity. Students by this stage are ready to explore information about the potential negative aspects of relationships and sexual activity, including sexual violence, abuse, harassment and domestic and physical abuse. Drug use and links to negative relationships will be discussed. Derogatory language will be explained. This age group can be exposed to difficult online content and the need to understand that this does not often reflect real life will be further developed from Year 9.

We understand that at times students will benefit from varying methods of delivering the RSE curriculum. We will take opportunities to ask students about their preferred methods of delivery through the annual PSHE survey and the Student Council. We will use our team to deliver RSE at a pace best suited to children with SEN or those who have been identified as in need of a different approach. We may invite external visitors who can make links with services relevant to young people and who can add detail or a little distance, complementary to our in-house provision. We will ensure there are positive educational reasons for each method of delivery we choose.

When sensitive issues are approaching in PSHE lessons, teachers will be asked to forewarn students so that they can discuss concerns with their teacher, the Head of PSHE, member of the pastoral team and/ or parents or guardians.

### **c)ii) Resource use**

A range of resources will be used for the delivery of our RSE curriculum, all of which will be carefully selected and evaluated before using them. These will include a range of audio- visual materials and literature. We will select resources which:

- are consistent with our curriculum and conform to the legal requirements for RSE
- relate to the aims and objectives of this policy
- are inclusive of LGBT+ students and provide a balanced view of sexual relationships
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show unfair bias
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning



### **c)iii) Staff training**

A small number of the teaching staff deliver PSHE lessons to each year group, overseen by the Head of PSHE. We recognise that our RSE programme is best delivered through well-trained and confident teachers. In order to feel confident and to be able to deliver accurate and appropriate subject information, members of staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering our curriculum for RSE. If necessary, a carousel of teaching may occur to ensure that RSE is taught by members of staff who are comfortable and confident in discussing the sensitive topics that are covered.

We will encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors or other skilled practitioners.

Staff who deliver the Year 9 and 11 curriculums where the main units of RSE education are included will be provided with training on these topics. They will be supported in learning to answer age- appropriate and group-appropriate questions in a sensitive way and are always encouraged to seek further guidance from the Head of PSHE where required.

### **c)iv) Use of Visitors to Support RSE**

We believe that RSE is most effectively taught by those who know our students well and are aware of their needs. We may invite external visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our students are met. We will follow this guidelines when working with visitors:

- Before visitors are invited in, we will ensure they will add to our PSHE and (if relevant and appropriate) RSE curriculum and move it forwards for our students
- The school will check whether visitors are DBS checked and will accompany them as appropriate
- All visitors will be made aware of the content and principles of this policy, prior to their visit
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, visitors must adhere to the same confidentiality code as staff members
- In class teaching situations, visitors will not be asked to work alone with students but will be supported by a member of staff
- The care and management of students is the responsibility of the school at all times. Good classroom management skills are essential to the success of our RSE programme and are the responsibility of the class teacher supporting any visitors
- All activities will be planned in direct liaison with the Head of PSHE, taking account of the age and needs of the group and the context of the work within the RSE programme
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Head of PSHE beforehand
- The contributions of visitors will be regularly monitored and evaluated.

### **c)v) Wider school environment**

We understand that our school environment needs to complement our provision of RSE if students' skills and attitudes are to be positively influenced. We constantly strive to ensure that our responses to homophobia, transphobia, sexual harassment and associated behaviour issues are addressed consistently, in line with our Expectations for Learning policy, and always look to educate students as part of our response.

We will involve students in the evaluation and development of their RSE and the wider school environment in ways appropriate to their age. We will encourage students to ask questions as they arise and we will consult students (e.g. through the Student Council and surveys) about their perception of the strengths of our RSE programme and the areas to be further developed.

#### **d) Safe and effective practice**

For RSE to be effective, it is essential that it is taught in an emotionally literate, safe, age-appropriate environment. To ensure that teachers establish a safe, non-judgemental learning environment, ground rules will be put in place so that all adults and students are confident that they are being respected. Specific ground rules will be established at the beginning of any RSE work regarding appropriate use of language, the discussion of and answering of personal questions, confidentiality and strategies for accessing information.

During the teaching of RSE, sensitive and potentially difficult issues and questions arise. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, if it is appropriate to do so in a sensitive and age-appropriate manner, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the Head of PSHE or the Senior Leadership Team. In Years 9 - 11, when the majority of the RSE curriculum is delivered, students will have the opportunity to raise questions anonymously in a controlled environment which will be answered if it is appropriate to do so in a sensitive and age appropriate manner. Most questions will be relevant to the lesson content and students should not feel penalised or censored for asking sensible or relevant questions, even if they are occasionally awkward.

When answering questions, we shall ensure that the sharing of personal information by adults, students or their families is discouraged. We will employ teaching and learning strategies which enable students to discuss issues without disclosing personal experiences. For example, we will use fiction, case studies, audio-visual materials and theatre in education to enable children to share ideas and opinions. Where a question or comment from a student in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the Designated Safeguarding Lead (DSL) in line with the school's Safeguarding and Child Protection policy.

#### **d)i) Inclusion**

We will ensure that the learning of RSE is inclusive and meets the needs of all our students, including those with Special Educational Needs and Disabilities by delivering it in a range of full class and, where necessary, smaller group settings.

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all students. We understand that a significant proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We understand that our provision must meet their needs and recognise that all students will learn more about healthy relationships if RSE is fully inclusive. We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering RSE. It is essential that our RSE teaching is sensitive to the range of religious and cultural views held by our students about sexual behaviour whilst still ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM). We ensure our RSE provision fosters gender equality and LGBT+ equality and we

value the differences amongst our students and their families and, in addressing different views and beliefs, seek to promote respect and understanding.

We will teach about RSE themes relevant to all, using examples of different sexual orientations, gender identities, lifestyles and faith backgrounds. We will accept and celebrate difference, enabling our students to question respectfully their views and those of others. We will always encourage respect and positive communication and discourage abuse and exploitation. We will not ask students to represent the views of a particular religious or cultural group, sexual orientation or gender identity to their peers, unless they choose to do so. In relation to those with special educational needs or disability, we will ensure our RSE programme includes them and is suitable for their individual needs.

#### **d)ii) Confidentiality**

In our school we have a clear and explicit Safeguarding policy which covers the sharing of information, which is shared with staff, students and parents/carers. All policies are available to parents via the school's website. The policy states that:

- Staff are unable to offer absolute confidentiality in line with our Safeguarding and Child Protection Policy
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm
- Students will be told if information is to be shared (unless the student has significant special needs which would make this inappropriate) and will be offered appropriate support
- There are circumstances when confidentiality may not be upheld e.g. when female genital mutilation or child sexual exploitation is suspected. See our Safeguarding and Child Protection Policy for further details.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's policy. Teachers and Health professionals will ensure that children are aware of the different boundaries of confidentiality when beginning work with them.

#### **d)iii) Safeguarding and Child Protection**

We believe that high quality RSE enables students to understand about unsafe and abusive relationships and enables them to develop the skills and attitudes they need to keep themselves safe. Along with Ofsted, the NSPCC and Sex Education Forum, we believe that high quality RSE is a major component of our approach to ensuring that safeguarding is effective in our school.

We recognise that, because effective RSE may alert students to the nature of abusive, coercive or non-consensual relationships, there is an increased possibility of disclosures. All staff are aware of the Safeguarding and Child Protection procedures and will report any disclosure to the Designated Safeguarding Lead immediately.

If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from RSE (outside National Curriculum for Science) will also be offered this information
- Careful judgements will be made as to whether the sexual activity is a child protection matter.

If the student is 12 years old or younger, sexual activity will always be referred to the DSL. If a staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative, they will log a concern according to our Safeguarding and Child Protection procedures and refer to the DSL.

We offer guidance for all our staff to support their decisions relating to disclosure. The DSL will lead in this. Visitors and external agencies will be informed of safeguarding protocols and will not be left unsupervised when working with students.

#### **e) Responsibilities**

We regard it as the shared responsibility of all adults working in school to respond appropriately to a student's request for information and advice. All members of staff are encouraged to access support from colleagues where necessary. The RSE curriculum will primarily be delivered by PSHE teachers, all of whom will have read this policy and been given support to ensure they feel confident on the content identified for teaching. Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Head of PSHE.

The Assistant Principal (Curriculum), with the support of the Head of PSHE, is responsible for being up-to-date with the Statutory Guidance, reviewing and evaluating the RSE provision and reporting findings to the Senior Leadership Team and governors when required. Staff will be assisted in their planning and delivery of RSE by the Head of PSHE who will support with lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan training to meet staff needs and liaise with visitors who support the RSE curriculum.

We understand that parents and carers may find it difficult to talk to their children about sex and relationships although research shows that young people appreciate the foundations of relationship education coming from their parents, carers and families, with school and other adults building on this later. With this in mind, we ask that parents and carers undertake conversations with their children about key areas of sex and relationships, including, for example, the areas of fertility and contraception; values and beliefs including tolerance and appreciation of difference; the communication skills needed to develop and maintain healthy relationships; emotions and feelings, including promoting positive feelings such as empowerment and self-respect.

Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Head of PSHE and the Senior Leadership Team.

## **f) Governors**

This policy describes the governors' views on how RSE will be delivered. It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the needs of the community, having consulted with parents/carers and other community members. It is the responsibility of governors to ensure that the Policy is made available to parents. In order to facilitate this process, the RSE Policy will appear annually on the agenda of a governors' meeting. The Policy is available to parents/carers via the school website.

## **g) Working with Parents and Carers**

We are committed to working in partnership with parents and carers and recognise the key role this relationship plays in supporting students through the emotional and physical aspects of growing up and forming healthy relationships. We will consult parents and carers on the RSE Policy and take their views into account when it is being reviewed. We aim to provide supportive information about parents'/carers' roles in RSE and to invite parents to discuss their views and concerns about RSE on an informal basis if they wish to do so.

As part of our whole school approach to RSE, an overview of the PSHE and RSE curriculum will be available via our website. More detailed teaching materials are available on request. We will notify parents when specific Relationships and Sex Education will be taught in a message via Parentmail. Parents will also be informed about this policy through Parentmail. This policy will be made available to parents on request and via the school website.

Parents and guardians currently have the right to withdraw their children from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science or statutory RSE for secondary students. The school will make appropriate alternative arrangements for students during the lessons they are withdrawn from. Any parent or carer who wishes to withdraw their child should, in the first instance, contact Rebecca Hields, Assistant Principal (Curriculum), to discuss this matter.

## **h) Reviewing Our RSE Policy**

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the SLT, the Head of PSHE, students and parents/carers to inform judgements about its effectiveness. This policy will be reviewed every 18 months by the Assistant Principal (Curriculum) to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.

This Policy will be formally reviewed every three years.

The next review will take place by December 2023

## Section 3 - Appendices

### **Appendix 1- Our RSE Curriculum**

Our RSE curriculum aims to provide clear progression from what is taught in primary school in Relationships Education. We strive to achieve a balance of four key elements of sex and relationship education, all with a focus on how knowledge supports mental-wellbeing and self-respect:

#### **1. Knowledge**

The mechanics of sex, including biological aspects; fertility, pregnancy and reproduction; contraception, abortion and sexually transmitted infections; puberty; information about sexual behaviour; sexuality; the law.

#### **2. Values and Beliefs**

Exploration of values and beliefs and how we are affected by them; appreciation of difference, tolerance and openness.; the relevance of this knowledge to our own lives and community.

#### **3. Skills**

Communication and personal skills necessary to develop and maintain relationships and make informed choices and decisions regarding sexual health and emotional wellbeing e.g. assertion, negotiation.

#### **4. Emotions and Feelings**

Understanding the effects that emotions have; promoting positive feelings such as empowerment and self-respect. Dispelling negative feelings, for example, fear, shame and embarrassment. Understanding appropriate expression of feelings.

## Appendix 2 - Our PSHE overview

	Winter term skills & knowledge	Spring term skills & knowledge	Summer term skills & knowledge
Year 7	<ul style="list-style-type: none"> <li>-<b>Responsibilities</b>- impact our choices have on others, staying safe during covid.</li> <li>-<b>New beginnings</b> – Re-setting routines, starting secondary, new opportunities.</li> <li>-<b>A Handful of worries</b>, discuss feelings, positive mindset</li> <li>-<b>Healthy body/healthy minds</b> how lifestyle can impact emotional and physical health</li> <li>-<b>Impact of lockdown</b> (negatives/positives) Impact on human rights</li> <li>-<b>Friendships</b> acts of kindness, community spirit and support networks</li> </ul>	<ul style="list-style-type: none"> <li>-<b>British Values</b> – what are they?</li> <li>-<b>Role of parliament</b> – types of government and voting system</li> <li>-<b>How laws are made</b></li> <li>-<b>*Identifying own skills and achievements</b></li> <li>-<b>*Differences between skills and qualities</b></li> <li>-<b>*How technology and the job sector has changed</b></li> <li>-<b>*Designing their own product for the future</b></li> </ul>	<ul style="list-style-type: none"> <li>-<b>ESafety</b> Staying safe online</li> <li>-<b>‘Arive alive’</b> Hazards on our daily journeys</li> <li>-<b>Making choices</b> How we evaluate risk</li> <li>-How to stay safe on the school site</li> <li>-<b>Risky Behaviour</b> Recognising calculated risk.</li> <li>-Understand why people take risks</li> <li>-<b>Cyberbullying</b> what is it how to report etc</li> <li>-<b>Introduction to Puberty</b> Emotional and physical changes</li> <li>-<b>The reproductive system</b>, gender specific differences and the menstrual cycle</li> <li>-<b>Hygiene</b> strategies to manage or improve hygiene including dental care.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>-<b>Responsibilities</b>- impact our choices have on others, staying safe during covid.</li> <li>-<b>New beginnings</b> – Re-setting routines, , new opportunities.</li> <li>-<b>A Handful of worries</b>, discuss feelings, positive mindset, impact of the media</li> <li>-<b>Healthy body/healthy minds</b> how lifestyle can impact emotional and physical health</li> <li>-<b>Impact of lockdown</b> (negatives/positives) Impact on human rights</li> <li>-<b>Friendships</b> acts of kindness, community spirit and support networks, managing conflict</li> <li><b>Introduction to Puberty</b> Emotional and physical changes</li> </ul>	<ul style="list-style-type: none"> <li>-<b>*Work V school</b> similarities and differences</li> <li>- *Changes in the job market/appealing skills</li> <li>-<b>*Stereotypes</b> in job sector and growing up</li> <li>-<b>*Post 16</b> what do colleges/apprenticeships etc offer</li> <li>-<b>*Dreams and aspirations</b> SWOT analysis</li> <li>- <b>*Option Choices</b> looking at learning styles, what influences choices</li> <li>-<b>*Economic wellbeing</b> budgeting</li> <li>-*Positive and negative financial risk</li> <li>-<b>*Plan an event</b> assessment task</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Faith in the Uk</b> diverse religions in the UK</li> <li>-<b>Equality and inequality</b> how some people discriminate</li> <li>-<b>The General election/policies</b> vote for your party assessment task</li> <li>-<b>The Monarchy</b> Rights and responsibilities</li> <li>-<b>Friendship</b> are they a dominator or friend?</li> <li>-<b>Bullying</b> what bullying looks like and how to get help</li> <li>-<b>Expect respect</b> signs of abuse, gender stereotypes</li> <li>- <b>Staying safe</b> Recognising harassment, grooming</li> <li>-<b>Consent/laws</b></li> <li>-<b>Different family set ups</b></li> <li>- <b>Why Marry?</b></li> </ul>

<p><b>Year 8</b></p>	<ul style="list-style-type: none"> <li>-<b>The reproductive system</b>, gender specific differences and the menstrual cycle</li> <li>-<b>Hygiene</b> strategies to manage or improve hygiene including dental care.</li> <li>- <b>Exploring Female Genital Mutilation</b> – where to seek help</li> <li>-<b>Starting a family</b> factors and expense, basic contraception methods</li> <li>-<b>Alcohol and drugs</b> short and long term risks, binge drinking/addiction</li> </ul>		
<p><b>Year 9</b></p>	<ul style="list-style-type: none"> <li>-<b>Responsibilities</b>- impact our choices have on others, staying safe during covid.</li> <li>-<b>New beginnings</b> – Re-setting routines, discuss worries, positive mindset, impact of the media</li> <li>-<b>Healthy body/healthy mind</b> how lifestyle can impact emotional and physical health, mental health and coping strategies</li> <li>-<b>Positive relationships</b> resolving conflict, supporting others</li> <li>-<b>Negative relationships</b>, revenge, sharing of sexual images and videos implications/laws, resisting sexual pressure</li> <li>-<b>Media Portrayal</b> impact on mental health, impact of viewing harmful content.</li> </ul>	<ul style="list-style-type: none"> <li>-<b>SRE introduction</b> exploring laws, consent and choices</li> <li>- <b>Contraception methods</b> in depth info</li> <li>- religious choices</li> <li>-<b>Dangers of unprotected sex</b> pregnancy and sexual health</li> <li>-<b>Drug risks</b> how to identify them and in depth risks</li> <li>-Explore why people take drugs</li> <li>-Gateway drugs</li> <li>-<b>Body Image</b> Role of the media, peer pressure</li> <li>-<b>Importance of self esteem</b></li> </ul>	<ul style="list-style-type: none"> <li>-*<b>Whats in a CV ?</b> Applying for college or a job the process</li> <li>-*<b>Personal Statements</b> identifying skills and qualities</li> <li>-*<b>Being assertive</b> identifying own behaviour’s</li> <li>-<b>Tolerance and Respect</b> identifying prejudice</li> <li>-<b>Extremism and Tolerance</b> Harmful content</li> <li>-<b>Individual Liberty</b> – re-visiting british values</li> </ul>
<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>- <b>New starts</b>– - impact our choices have on others, staying safe during covid, Re-setting routines, new opportunities.</li> <li>-<b>Reflections</b>, discuss feelings, impact of the media, discuss the topic of loss and</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Healthy Relationships</b></li> <li>-<b>Domestic abuse</b> warning signs</li> <li>-<b>Negative relationships</b></li> <li>-<b>Child Sexual Exploitation</b>, grooming, County Lines, consent, sexting and harassment</li> </ul>	<ul style="list-style-type: none"> <li>- *<b>Post 16</b> research college courses</li> <li>-* <b>Online reputation</b>, online safety</li> <li>- *<b>impact of social media</b> on future prospects</li> <li>-*<b>The cost of leaving school</b></li> </ul>



<p><b>Year 10</b></p>	<p>loneliness, Discuss negative mental health (anxiety/panic attacks/depression etc)  <b>-Positive steps</b>, positive mindset,how lifestyle can impact emotional and physical health, healthy lifestyle healthy mind, mindfulness,resilience strategies</p> <p><b>- Sex and Relationships</b>  <b>-The role of the media</b>, body image, sexuality, expectations  <b>- Contraception</b>, choices, responsibilities, pregnancy  <b>- Staying safe</b>, STI's, the dating game, dating safety, online safety</p>	<p><b>Healthy Lifestyles</b>  <b>-Cannabis</b> research/risks      -Legalization debate  <b>-Health and Hygiene</b>, adult hygiene, self checking      -Alcohol risks and addiction</p>	<p>- <b>*options for post 16</b>  <b>-*Getting paid</b>, tax, national insurance, pensions etc  <b>-*Budgeting</b>, borrowing and saving  <b>-*Debt and Mental Health</b></p>
<p><b>Year 11</b></p>	<p><b>- New starts</b>-- - impact our choices have on others, staying safe during covid, Re-setting routines, new opportunities.  <b>-Reflections</b>, discuss feelings, positive mindset, impact of the media, discuss the topic of loss and loneliness, resilience strategies  <b>-Positive steps</b> how lifestyle can impact emotional and physical health, mindfulness</p> <p><b>-*Post 16 choices</b>, gap year, university and living on your own  <b>-*College applications</b> translating your experience into skills  <b>- *filling out online applications</b>  <b>-*Personal statements</b>  <b>-*Interview techniques</b> positive and negative first impressions</p>	<p><b>-Harassment and consent</b> signs  <b>-STI's and Contraception</b> revision and further knowledge  <b>-Domestic abuse signs</b>  <b>-Strategies for positive relationships</b></p> <p><b>-*Unemployment range of causes</b>  <b>-*Gambling and debt</b>  <b>-Revision techniques range of strategies</b>  <b>-Creating a revision timetable</b>  <b>- Independent revision sessions</b></p>	

### Appendix 3 - The statutory guidance coverage

The areas covered by the statutory guidance are listed below and when each is taught. For the 2020-2021 academic year there will be an element of catch-up work across all year groups for content missed during the coronavirus pandemic lockdown period, so timings may not match exactly.

#### Relationships and Sex Education and Health Education map 2020

This document maps the secondary content in the new Relationships and Sex Education and Health Education statutory guidance (first teaching 2020).

Topic	Pupils should know:	Computing	PE	PSHE	RE	Science
<b>Families</b>	that there are different types of committed, stable relationships.			Y7	Y11 GCSE	
	how these relationships might contribute to human happiness and their importance for bringing up children.			Y7	Y11 GCSE	
	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.				Y11 GCSE	
	why marriage is an important relationship choice for many couples and why it must be freely entered into.			Y7	Y11 GCSE	
	the characteristics and legal status of other types of long-term relationships.				Y11 GCSE	
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.				Y11 GCSE	
	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.	Y7				Y11 GCSE
<b>Respectful relationships, including friendships</b>	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			Y8 & 10	Y11 GCSE	
	practical steps they can take in a range of different contexts to improve or support respectful relationships.			All years		

	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).			Y7 & 8	Y11 GCSE	
	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.			Y7, 8, 10 & 11	Y11 GCSE	
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Y7		Y7		
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.			Y10 & 11	Y11 GCSE	
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.			Y10 & 11	Y11 GCSE	
	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.				Y11 GCSE	
<b>Online and media</b>	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.			Y7 & 9		
	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.	Y7		Y7 & 9		
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.			Y7 & 9		
	what to do and where to get support to report material or manage issues online.	Y7		Y7 & 9		
	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.			Y8 & 9		
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.			Y8, 9 & 10		
	how information and data is generated, collected, shared and used online.					
<b>Being safe</b>	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.			Y8 & 10	Y11 GCSE	

	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).			Y10	Y11 GCSE	
<b>Intimate and sexual relationships, including sexual health</b>	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.			All years	Y11 GCSE	
	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.			All years	Y11 GCSE	
	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.				Y10 GCSE	Y7 & 9
	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.			Y10	Y11 GCSE	
	the facts about the full range of contraceptive choices, efficacy and options available.			Y8 & 9	Y11 GCSE	Y7 & 9
	the facts around pregnancy including miscarriage.				Y10 GCSE	Y7 & 9
	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).				Y10 GCSE	
	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.			Y9 & 10		Y9
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			Y10		Y9
	how the use of alcohol and drugs can lead to risky sexual behaviour.			Y9, 10 & 11	Y11 GCSE	
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			All years		
<b>Mental wellbeing</b>	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.			Y7		
	that happiness is linked to being connected to others.			Y7		
	how to recognise the early signs of mental wellbeing concerns.			Y7		

	common types of mental ill health (e.g. anxiety and depression).			Y8		
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.					
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.		All years	Y8		
<b>Internet safety and harms</b>	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.			Y10		
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			Y8		
<b>Physical health and fitness</b>	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.		Y9/10 H&F			
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.		Y9/10 H&F			Y9
	about the science relating to blood, organ and stem cell donation.					Y9
<b>Healthy eating</b>	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.		Y10 H & F			Y9
<b>Drugs, alcohol and tobacco</b>	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.			Y9 & 10		Y9
	the law relating to the supply and possession of illegal substances.			Y9 & 10		Y9
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.			Y8		Y9
	the physical and psychological consequences of addiction, including alcohol dependency.					Y9
	awareness of the dangers of drugs which are prescribed but still present serious health risks.			Y7		Y9
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.			Y7		Y9

<b>Health and prevention</b>	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.			Y7 & 9		Y9 / Y10
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.			Y7		
	(late secondary) the benefits of regular self-examination and screening.					
	the facts and science relating to immunisation and vaccination.					Y10
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.			Y8 & 11		
<b>Basic first aid</b>	basic treatment for common injuries.		Y9 H&F			
	Life-saving skills, including how to administer CPR		Y9 H&F			
	the purpose of defibrillators and when one might be needed.		Y9 H&F			Y9
<b>Changing adolescent body</b>	key facts about puberty, the changing adolescent body and menstrual wellbeing.			Y7		Y7 & 9
	the main changes which take place in males and females, and the implications for emotional and physical health.			Y7		Y7 & 9