

Relationships and Sex Education Policy (from 2020)

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1. Values

We want all our pupils to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. This is why, from September 2020, all our pupils will be taught Relationships, Sex and Health education. Our RSE and Health Education programme aims to support young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Our learning objectives, fulfilled through the engagement of students in active learning opportunities, enable students to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to families, schools and communities.

We will deliver the statutory RSE within our whole-school PSHE programme.

2. 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 to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Help pupils to deal with moral, social and health-related issues that arise in their lives and society
- Help pupils to develop the knowledge, skills and understanding they need to live confident, healthy and independent lives
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017. Schools are also required to comply with the relevant requirements of the Equality Act 2010 with particular relevance here to the fact that schools must not unlawfully discriminate against pupils' because of their 'protected' characteristics.

In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bournemouth School for Girls we will teach RSE as set out in this policy.

4. Policy development

Our approach to RSE and the development of this policy has been created in consultation with staff, pupils, parents and governors to ensure it meets the needs of our community.

5. 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 is concerned with developing personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision making.

RSE is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. 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.

7. 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 studies,

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Teaching of RSE will be inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience. It will promote equality in relationships and recognise and challenge gender inequality.

RSE will be taught using active learning methods, and will be rigorously planned, assessed and evaluated. Delivery will be adapted as needed to ensure that the content is accessible to all students, including those with SEND.

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
- Being safe
- Intimate and sexual relationships, including sexual health

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).

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

8.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE in collaboration with the named RSE lead.

8.3 Staff

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 components of RSE

RSE will be taught by the Heads of House at Bournemouth School for Girls within the PSHE programme of study (see appendix 1).

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All classes will develop a set of ground rules for discussion in agreement with their teacher. The aim of the ground rules is to establish an environment of respect and collaboration so that students feel confident in discussing sensitive issues. Students will understand the following protocols for discussion-based lessons:

- No one will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Students will be able to raise questions anonymously

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSE 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 head teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

All requests will be treated in confidence and considered carefully by the head teacher and the named RSE lead.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff who deliver RSE will have access to training as part of the continuing professional development calendar.

The school 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the named RSE lead, Sarah Mantle through:

- Learning walks
- Work scrutiny
- Collaborative meetings and planning sessions
- Attending relevant training
- Ensuring knowledge of RSE updates and their implementation in school

This policy will be reviewed by the head teacher and the governing body annually and will be approved by them in collaboration

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition and safety Transition to secondary school and personal safety in and outside of school, including first aid	Developing skills and aspiration Careers, teamwork and enterprise skills. Setting realistic targets. Challenging career stereotypes and raising aspirations	Diversity Diversity, prejudice, and bullying including cyber bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact and FGM	Building positive relationships Self-worth, romance and friendships (including online) and relationships boundaries.	Financial decision making Saving, spending, budgeting and borrowing money and making ethical financial choices
Year 8	Emotional wellbeing Mental health and emotional wellbeing including self-confidence and self-esteem	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Understanding relationships Roles and responsibilities in different relationships,	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Stereotyping, discrimination and Prejudice Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia

<p>Year 9</p>	<p>Peer influence, gangs, knife crime and organised crime</p> <p>Healthy and unhealthy friendships, assertiveness, gang exploitation. Organised crime.</p>	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Employability skills</p> <p>Employability and online presence</p>
<p>Year 10</p>	<p>Mental health</p> <p>Transition to key stage 4 and developing study habits</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Exploring influences</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p>

Year 11	<p>Next steps</p> <p>Application processes, and skills for further education and career progression</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication in (including in relation to contraception and sexual health) relationship challenges and abuse</p>	<p>Building for the future</p> <p>Promoting self-esteem and coping with stress</p> <p>Learning and revision skills to maximise potential</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p> <p>Taking responsibility for health choices</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	
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Appendix 2: RSE - By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of 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	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material 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	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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

TOPIC	PUPILS SHOULD KNOW
Physical health and Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • 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.
Internet safety and harms	<ul style="list-style-type: none"> • 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. • 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.

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • 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 cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • 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. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • 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.

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health

Approved by: FGB **Date:** 23.3.22

**Last reviewed by Staff
and Student
Committee on:** February 2022

Next review due by: February 2023