



RSE Policy	
Version	2021-22
Effective from	September 2021
Extent of Policy	Bedstone College Junior and Senior School
Policy Owner	Sophie Ross (Head of PSHE)
Review by	September 2022
Frequency of Audit	Annual
Circulation	Teaching staff Parents by request
Publication	Bedstone College School website

Policy context and rationale

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

(DFE- relationships education, relationships and Sex Education (RSE) and health education 2020)

Bedstone College understands its obligation to teach RSE as part of the revised department for Education statutory guidance.

Documents that inform the schools PSHE and RSE policies include:

- . Education Act (1996)
- . Learning and Skills Act (2000)
- . Education and Inspections Act (2006)
- . Equality Act (2010)
- . Supplementary guidance RSE for the 21st Century (2014)
- . Keeping Children Safe in education (2021)
- . Children and Social Work Act (2017)
- . Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- . Bedstone College Safeguarding policy.

Parents and guardians will be informed about the policy and PSHE scheme of work through yearly communication. The policy is available to parents and guardians through the Bedstone College website. If the policy is required in any other format, please contact sophie.ross@bedstone.org

Policy aims and objectives

The aim of relationships and sex education at our school is to equip children and young people with the information, skills and values they need to have safe fulfilling and enjoyable relationships and to take responsibility for their physical sexual and emotional health and well-being.

We recognise the central importance of relationships in supporting children and young peoples mental health and well-being academic achievement and future success. Our programme also aims to support pupils in their personal development with regard to attributes such as humility ambition resilience and kindness

We focus on attitudes and values skills and as well as knowledge and understanding this will include developing self-esteem skills to manage relationships and most importantly, they keep themselves safe in all of their relationships

As a school we recognise the impact of social media the media and the digital world and our children and young people we aim to deliver an RSA program that recognises addresses this to ensure that pupils know how to develop and keep themselves and their personal information safe.

As such we are committed to

- . Providing a supportive and responsive framework in which balanced and well informed discussions can take place;
- . Preparing pupils for puberty by giving them an understanding of sexual development, and matters of health and personal hygiene;
- . Supporting people to develop a sense of competency, self-respect, confidence and empathy;
- . Nurturing a positive and open-minded culture around issues of sexuality and relationships
- . Equipping pupils with the vocabulary to describe themselves, their feelings and their bodies;
- . Understanding the value of the PSHE an RSE programmes for pupils personal development, academic progress and wider school experience;
- . Facilitating the personalised thinking of study skills for success, as well as a range of practice to promote self- regulation and positive mental well-being.

Creating a safe and supportive learning environment

RSE is predominantly delivered by a small team of staff in single year, mixed sex groups. This enables clear ground rules to be established to ensure a safe learning environment. Occasionally when appropriate multiple year groups will be brought together for the delivery of some stand-alone topics and again a safe learning environment is the priority when lessons are delivered by experts in their field.

In the course of the RSE lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. There are clear links here with the schools safeguarding/ child protection policy, and all staff delivering the programme have clarity about what is required in such circumstances.

Equality and Diversity.

Full PSHE provision is an integral part of every pupil's curriculum, though parents have a right to withdraw their children from those parts of Relationships and Sex Education not within the national curriculum science programmes of study.

RSE is taught within the context of family life taking care to ensure that there is no stigmatising of pupils based on their home circumstances (which may feature single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/ carers and other structures) along with reflective sensitivity that some pupils may have a different structure of support around them (Such as looked after children).

This policy is intended to be inclusive of the requirements, feelings and sensitivities of different ethnic groups, and we are committed to responding sensitively to them. As part of our commitment to ensuring that all pupils receive a high quality, relevant and responsive relationships and sex education, we will offer provision appropriate to the particular needs of all our pupils, including SEND pupils, taking specialist advice from the learning support department where appropriate. School believes that all pupils are entitled to a RSE curriculum that is relevant and appropriate to their needs, and we are committed to continuously improving how we deal sensitively and honestly with issues of gender and sexual orientation.

Moral framework

The school's approach to RSE is underpinned by the fundamental British values of democracy, Rule of Law, respect and Tolerance and individual liberty and the school's values, which include community awareness, resilience and kindness. An ethos of trust, honesty and mutual respect is central to RSE lessons and discussions, and pupils are encouraged to understand:

- . The difference between right and wrong
- . Respect for others, truth and property
- . How one's actions can have an impact on other people
- . How to make reasoned judgements
- . The importance of respect, empathy and fairness
- . Non exploitation in sexual relationships
- . The concept of commitment and trust
- . An acknowledgement of rights, duties and responsibilities in sexual relationships.

Teaching and learning

Principles and methodology

RSE is about emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Planning and timetabling

Relationship and Sex Education is taught in 2 separate half terms in every year group. The teacher in charge of the year group class is responsible for planning and delivering appropriate content. As a school we have chosen to adapt and follow the PSHE Association Thematic model.

<u>Year ½</u>	Autumn Families and Friendships, Safe relationships, Respecting ourselves and others	
<u>Year ¾</u>	Autumn Families and Friendships, Safe relationships, Respecting ourselves and others	
<u>Year 5/6</u>	Autumn Families and Friendships, Safe relationships, Respecting ourselves and others	
<u>Year 7</u>	Autumn 2 Diversity	Spring 2 Building Relationships
<u>Year 8</u>	Spring 1 Discrimination	Summer 1 Identity and relationships
<u>Year 9</u>	Spring 1 Respectful relationships	Summer 1 Intimate relationships
<u>Year 10</u>	Spring 1 Healthy relationships	Summer 1 Addressing extremism and radicalisation
<u>Year 11</u>	Spring 1 Communication in relationships	Summer 1 families

Confidentiality and handling disclosures

Due to the nature of PSHE education, pupils learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and whilst working in the classroom, they are bound by the schools' policies. More information can be found in the safeguarding policy.

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. Teachers should feel comfortable working with other colleagues to construct an appropriate answer.

Involving parents and guardians

Legislation states that parents have the right to withdraw their children from aspects of sex education which are not part of the Science curriculum. Any requests of this nature should be addressed to Mr Mullins (Headmaster), where a meeting will be arranged to fully understand the wishes of the parent/ guardian and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the school will respect the

parent/ guardian right to withdraw the child, up to and until three terms before a child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from other aspects of the Relationship Education of Health Education, or any other part of the PSHE programme of study.

Parent's 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 three 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.

Parents do not have the right to withdraw their children from compulsory relationship education. As part of the new statutory framework for relationship and sex education from September 2020.

Any requests to withdraw a pupil from these elements of the RSE curriculum should be addressed to Mr Mullins, who will make the necessary arrangements.

Aspects of RSE covered in lessons

Different types of relationships

- .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 the legal status e.g. that marriage creates legal rights and protections not available to couples who are cohabiting or have married, for example, and 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 all the types of long-term relationships;
- . The roles and responsibilities of parents with the respect to raising the children, including the characteristics of successful parenting;
- . How to determine whether other children, adults or sources of information or trustworthy; judgement of 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;
- . The characteristics of positive and healthy friendships (in all context, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and management of conflict, reconciliation and ending relationships. This includes a different (non-sexual) types of relationship;

- . Practical steps have taken a range of different context to improve or support respect for relationships;
- . How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, and 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 intern they should show due respect others, including people in positions of authority, and be tolerant of other people's beliefs;
- .About peer on peer abuse, different types of bullying (including side of bullying) the impact of bullying, the 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 (particular with reference to the protected characteristics as defined in the equality act (2010)and that everyone is unique and equal;

Being safe in the digital world and online relationships

- . Rights, responsibilities and opportunities online, including the same expectations of behaviour apply in all context, including online;
- . About online risks, including any material someone provides to another has the potential to be shared online, and the difficulty of removing potentially compromising material placed online;
- . What to do and where to get support to report material or manage problematic issues online;
- . The impact of viewing harmful content;
- . That sexually explicit material can present a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others, negatively affect how they behave towards sexual partners;
- . That sharing and viewing indecent images of children (including those created by children, known as youth protected sexual imagery) is a criminal offence which carries severe penalties;
- . How information and data are generated, collected, shared, and used online;
- . How to recognise the characteristics and positive aspects of a healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest in outlook, sex and friendship;

Being safe, intimate and sexual relationships and sexual health

- . The concepts, 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 cannot recognise consent from others, including sexual consent, and how and when consent to be withdrawn (in all contacts, including online);

- . That all aspects of health can be affected by choices made in sex relationships, positively or negatively, e.g. physical, emotional, mental, sexual, and reproductive health and well-being;

- . The facts about reproductive health, include infertility and the potential impact of lifestyle and fertility for men and women;

- . That are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others;

- . They have a choice to delay sex or to enjoy intimacy without sex;

- . The fact about the full range of contraceptive choices, efficacy, and options available;

- . Factors in pregnancy, including miscarriage;

- . There are choices in relation to pregnancy (with medically and legally accurate important information all options, including keeping the baby, adoption, abortion, and where to get further help);

- . Has a different sexually transmitted infections including HIV/AIDS, or transmitted, Harris can be reduced to safer sex (including through condom use) and the importance of facts about testing;

- . About the prevalence of some STI's, the impact that they can have on those who contract them, and key facts about treatment;

- . How do 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.

Pupils are made aware of the relevant legal information when relevant topics are being taught, Including:

- . Marriage

- . Consent, including the age of consent

- . Online behaviours including image and information sharing (including 'sexting', youth produced sexual imagery, nudes etc)

- . Pornography

- . Abortion

- . Sexuality

- . Gender Identity

- . Substance misuse

- . Violence and exploitation by gangs

Extremism/ radicalisation

- . Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- . Hate crime
- . Female genital mutilation (FGM)

Whole school approach

The RSE curriculum is set in the context of a wider whole- school approach to supporting pupils to be safe, happy and prepared for life after school. The RSE curriculum compliments and supports Bed stones other policies. The subject sits within the context of our commitment to an education which aims to develop students, socially, morally, spiritually and culturally and within its house based and tutor based system of pastoral care.