

Relationships and Sex Education Policy

Bushbury School



Reviewed by:	Headteacher	Date: September 2024
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Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Assessment and evaluation of learning and teaching	6
7. Roles and responsibilities	7
7.1 Directors	7
7.2 The Headteacher	7
7.3 Staff	7
7.4 Pupils	7
8. Parents' right to withdraw	7
9. Parents' right to view resources	8
10. Confidentiality, controversial and sensitive Issues	8
11. Training	9
12. Monitoring arrangements	9
Appendix 2: By the end of secondary school pupils should know	10

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality, gender identity and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support students to make safe choices and safeguard themselves against risk by recognising unhealthy relationships, youth produced sexual images (YPSI), sexual harassment and sexual violence and understanding how to report these effectively.

Teaching will be personalised in the approach taken to meet students' needs and learning styles.

2. Statutory requirements

As an independent special school, we do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

As a secondary school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

At Bushbury School we teach RSE as set out in this policy.

3. Policy development

This policy is reviewed at least annually, and we welcome input from parents and carers. We will inform parents and carers of the RSE programme at the start of the academic year, as part of the information about what their children will be learning.

4. Definition

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

5. Curriculum

Content of RSE in the curriculum

The school delivers Relationship and Sex Education through its PSHE programme, supported by additional sessions run in tutor times and through intervention programs.

The focus for the school's RSE curriculum is to support learners to develop healthy relationships, respect others rights, stay safe and know where to seek health advice. Although the physical aspects of puberty and reproduction are also included.

The Science curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. Ground rules also aim to ensure that any peers in the lesson respond to these sensitive issues respectfully, this is modeled by all staff present.

When pupils ask questions, we aim to answer them honestly within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the developmental stage of all pupils, the question may be dealt with individually at another time.

KS3

At KS3, RSE focuses on giving learners the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Consent
- Gender and sexual identity
- Online media, including pornography, sexting and youth produced sexual images
- Sexual harassment and assault
- Being safe
- Intimate and sexual relationships, including sexual health and contraception

KS4

RSE at KS4 develops on previous learning and supports learners to make safe choices as they move towards adulthood:

- Respectful relationships, including friendships
- Gender and sexual identity
- Consent

- Online media, including pornography, sexting and youth produced sexual images
- Sexual harassment and assault
- Being safe
- Intimate and sexual relationships, including sexual health and contraception
- Relationships and sex expectations
- Abortion and the law

KS5

RSE at KS5 includes:

- Respectful relationships and recognising abuse
- Consent
- Gender and sexual identity
- Online and media, including pornography, sexting and youth produced sexual images
- Sexual harassment and assault
- Being safe and sexual health
- Intimate and sexual relationships, including sexual health and contraception
- Abortion and the law
- Fertility, pregnancy

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, LGBTQ+ 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).

Who delivers RSE and how:

Teaching/delivery staff generally deliver the RSE Curriculum but at times are supported by external professionals where appropriate.

Tutors work closely with their pupils over a number of years delivering RSE topics within tutor times. Due to being aware of each child's individual circumstances, this allows for more targeted learning and helps re-enforce learning delivered within the RSE curriculum.

More expert or specialist teachers support teachers around certain aspects of the curriculum. Support is offered by the Deputy Head Teacher who supports with planning/delivery of lessons and external professionals support where required.

6. Assessment and evaluation of learning and teaching

Resources are provided by the subject coordinator at each site/provision, in collaboration with other key staff and are regularly reviewed for age and content suitability.

Formal assessment is carried out on a half termly basis as part of the PSHE assessment cycle, with additional summative/formative assessment in lessons and reports from intervention work.

Assessment in RSE/PSHE education is especially important to evidence the progress of pupils with SEND and in order to identify future needs. This assessment may also identify risks to and vulnerabilities of the pupil, where there is a lack of understanding of RSE/PSHE issues, to which a safeguarding response would be appropriate. For some pupils this may entail very small steps which are consolidated and reinforced by re-visiting their original learning.

Other pupils may be able to progress managing increasing levels of challenge. The most meaningful model of assessment in RSE/PSHE education, especially for pupils with SEND, is ipsative assessment in which a pupil's own starting point is the benchmark against which progress is measured, rather than the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing learning in PSHE education:

A) BASELINEASSESSMENT

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

B) ASSESSMENT for LEARNING (AfL)

Build AfL into the lesson(s) to gauge understanding, adopt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini plenaries between activities and feedback to students.

C) ASSESSMENT of LEARNING (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Assessment also involves:

- Peer assessment
- Self-assessment
- Teachers delivering RSE constantly evaluate their lessons to inform future planning.

Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

7. Roles and responsibilities

7.1 Directors

The Managing Director of Education Services will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

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/nonscience components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff responsible for leading the delivery of our RSE curriculum are the PSHE and Science teachers.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/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 3 and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. The headteacher will ensure that any pupil who is withdrawn from RSE are properly supported and supervised while not in these lessons.

If a pupil is withdrawn from the sex education element of RSE, they will be provided with

meaningful alternative education.

Parents should note that they do not have the right to withdraw their child from the relationships or health aspects of the curriculum, or those aspects of development covered by the science curriculum.

9. Parents' right to view resources

Following an announcement from the Secretary of State for Education on March 2023, parents and carers have the right to view the resources that will be used to teach their children in school. This is to ensure that students can continue these supportive conversations at home. Parents are welcome to access the resources used by contacting the school.

If parents require resources to support them in conversations, they may find the following useful:

Sex Education Forum's 'Talk to your child about sex & relationships: support for parents' factsheet 31(2003): <http://www.ncb.org.uk/media/183635/talk-to-your-children.pdf>

The PSHE Association's resources for parents: http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461

10. Confidentiality, controversial and sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents/carers or the Senior teacher of any disclosure unless the Senior teacher or Head of department has specifically requested them to do so **but any concern must be raised with the Designated Safeguarding Lead.**

In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and referred if necessary to their site's Designated Safeguarding Lead.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.
- Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

11. Training

Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and Curriculum Lead through planning scrutiny, learning walks, discussions with staff and pupils and books looks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Headteacher on an annual basis. At every review, the policy will be approved by the MD Education Services.

PSHE/RSE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness	Self-Care/Support/Personal Safety	Managing Feelings	Changing & growing	Healthy Lifestyles	The World I live in
Self-Awareness	Self-Care/Support/Personal Safety	Managing Feelings	Changing & growing	Healthy Lifestyles	The World I live in

Appendix 2: 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

<p>Respectful relationships, including friendships</p>	<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
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TOPIC	PUPILS SHOULD KNOW
<p>Online and media</p>	<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

	<ul style="list-style-type: none"> • 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

<p>Intimate and sexual relationships, including sexual health</p>	<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
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