



Beverley High School

Relationships and Sex Education Policy

Updated – June 2021

Review date – June 2022

Target Audience:	All Staff, Parents, Students
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Intention

1. Provide a framework in which sensitive discussions can take place
2. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
3. Help students develop feelings of self-respect, confidence and empathy.
4. Create a positive culture around issues of sexuality and relationships
5. Teach students the correct vocabulary to describe themselves and their bodies
6. Help foster students wellbeing and develop resilience and character. We know these are fundamental to students being happy, successful and productive members of society.

Definition

RSE is about students' emotional, social and cultural development and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. It consists of a combination of sharing information and exploring issues and values and is not about promoting sexual activity.

Statutory requirements

As a secondary school, we must provide RSE to all students 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 Beverley High School, we teach RSE as set out in this policy.

Policy Development

The consultation and policy development process involve the following steps:

1. This policy has been written to reflect the latest guidance from the DfE on Relationships and Sex Education 2000 and the National Healthy Schools Standard.
2. This Policy has been updated to comply with statutory guidance from the Department for Education (DfE), "2019 Guidance. Relationships education, relationships and sex education (RSE) and health education", which is compulsory from September 2020.
3. Consultation occurs between the PSE lead, Assistant Headteacher for Personal Development, Deputy Headteacher and Headteacher. The policy is regularly reviewed to take account of national changes and evaluate good practice in teaching relationship and sex education. Wider consultation then takes place with the Pastoral Team and those responsible for delivering the materials to students.
4. Consultation will also involve parent feedback, in line with the DfE guidance.
5. Recommendations are then made to the Local Governing Body. Revision of the policy will then take place to implement any comments from the feedback received.

Curriculum

Our curriculum is set out as per Appendix 1 but this may be adapted as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, considering students' age, needs and feelings. If students ask questions outside the scope of this policy, teachers will respond appropriately, so they are as fully informed as possible.

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, Health aspects will appear in PE, online safety in Computing and other elements are included in religious education (RE). Our form time Big Ideas will also be used to deliver some materials, e.g. LGBTQ+

PSHE will be taught for 3 hours every half term in addition Year 7 will receive one hour per week. Students may also receive stand-alone sex education sessions delivered by a trained health professional. Health professionals or visitors may be asked to give talks or offer advice to students who will receive guidance from the PSHE lead.

Talks or discussion groups will form an integral part of the sex education programme, and the PSHCE lead will guide visitors or health professionals on the context of their contribution.

The PSHE lead will be responsible for contacting health professionals or visitors and will organise their work. The school currently works closely with local external agencies and providers who deliver age-appropriate sessions across Key Stage 3 and 4.

The needs of all students, including those with special educational needs, will be met. In accordance with the school's aims and objectives all students will have access to the necessary knowledge and the opportunity to ask questions and discuss all aspects of sex education specified in this policy. This will include resources being differentiated for SEN students, students from different ethnic and religious groups, liaising with the school's SEN, RE and Science Department to ensure that all students understand and access the programme.

Staff will deal with issues around sexual orientation, incidents of homophobic name-calling and bullying within the school by following the school's behaviour policy and procedures. Any concerns that are raised will follow the safeguarding policy.

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

For more information about our RSE curriculum, see Appendix 1.

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).

As with any learning process, assessment of students' personal, social and emotional development is important. It provides information that indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within PSHE but have the opportunity to reflect on their learning and personal experiences and set personal goals and agree on strategies to reach them. The process of assessment will have a positive impact on student's self-awareness and self-esteem. Celebration of achievement and full engagement contributes to building students' self-esteem, developing a sense of community and belonging and helps create a positive atmosphere in the school.

Roles and responsibilities

The Governing Body

The governing body will approve the RSE policy and hold the PSHE lead to account for its implementation. The PSHE lead will have a linked governor to help oversee PSHE across the school.

PSHE responsibilities

PSHCE lead, Assistant Headteacher (Personal Development), Deputy Headteacher (Curriculum), Year Leaders

Staff

Staff are responsible for:

1. Delivering RSE in a sensitive way modelling positive attitudes to RSE.
2. Students are expected to engage fully in RSE and when discussing issues related to RSE and treat others sensitively and with respect.
3. Monitoring progress
4. Meeting the needs of individual students.
5. Ensuring the students take pride in their work and engage in lessons
6. Following the school behaviour policy and implementing the PSHE behaviour report if necessary
7. Completing the report column for PSHCE
8. Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
9. 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 Deputy Headteacher.

Parents' right to withdraw

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If they do not want their child to participate in some or all of the Sex Education lessons delivered, they can ask that they are withdrawn. Parents have the right to withdraw their children from the non-statutory 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.

Withdrawal requests should be put in writing using the form found in Appendix 3 of this policy and addressed to the Deputy Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Assistant Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction, and it is included in our continuing professional development calendar. Staff will be invited to meetings with the PSHE team regularly to help with the delivery of the RSE content and staff confidence.

All material will be shared with staff so that they have a chance to research and understand the content and seek advice if necessary.

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.

This policy will be reviewed by the PSHE lead, Assistant Headteacher and Deputy Head annually. At every review, the policy will be approved by the governing board and the Headteacher.

Appendix 1 - PSHCE Curriculum Overview – Beverley High School

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<p><i>Transition and safety</i></p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p>	<p><i>Developing skills and aspirations</i></p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p>	<p><i>Diversity</i></p> <p>Diversity, prejudice, and bullying</p>	<p><i>Health and puberty</i></p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p><i>Building relationships</i></p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p><i>Financial decision making</i></p> <p>Saving, borrowing, budgeting and making financial choices</p>
Year 8	<p><i>Drugs and alcohol</i></p> <p>Alcohol and drug misuse and pressures relating to drug use</p>	<p><i>Community and careers</i></p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p><i>Discrimination</i></p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p><i>Emotional wellbeing</i></p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<p><i>Identity and relationships</i></p> <p>Gender identity, sexual orientation, consent, 'sexting'</p>	<p><i>Digital literacy</i></p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>
Year 9	<p><i>Peer influence, substance use and gangs</i></p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse</p>	<p><i>Setting goals</i></p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p><i>Respectful relationships</i></p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p><i>Healthy lifestyle</i></p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid Intimate relationships</p>	<p><i>Intimate relationships</i></p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p><i>Employability skills</i></p> <p>Employability and online presence</p>
Year 10	<p><i>Mental health</i></p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p><i>Financial decision making</i></p> <p>The impact of financial decisions, debt, gambling and the impact of advertising</p>	<p><i>Healthy relationships</i></p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the</p>	<p><i>Exploring influence</i></p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p><i>Addressing extremism and radicalisation</i></p> <p>Communities, belonging and challenging extremism</p>	<p><i>Preparing for work</i></p> <p>Interview techniques and mock interviews</p>

		on financial choices	impact of the media and pornography			
Year 11	<i>Building for the future</i> Self-efficacy, stress management, and future opportunities	<i>Next steps</i> Application processes, and skills for further education, employment and career progression	<i>Communication in relationships</i> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<i>Independence</i> Responsible health choices, and safety in independent contexts	<i>Families</i> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Appendix 2 By the end of secondary school students 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, explicit materials, 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 the raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<p>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</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<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 to be shared further and not to share personal material which is sent to them

	<ul style="list-style-type: none"> • 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	<p>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</p> <ul style="list-style-type: none"> • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<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

Appendix 3

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			