



Beverley High School

Relationships and Sex Education Policy

Updated – October 2022

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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 for KS3 and KS4. 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 and they will be provided with a staff monitored place to work.

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 staff have the opportunity to attend external training in their chosen area.

All material will be shared with staff weeks in advance so that they have a chance to research and understand the content and seek advice if necessary. Staff are placed in their category of expertise and will remain in those groups where possible to expand skills year after year.

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 PSHCE 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

	Rights and Responsibilities	Diversity	Relationships and sex education	Staying safe online and offline	Health and wellbeing	The wider world
Year 7	<p>Why is politics important? Discuss the meaning of politics, pros and cons of politics</p> <p>Who is our PM? Who is the PM? what do they do? how do they get elected? what are their current policies?</p> <p>Creating a political party What is a political party? pupils create their own</p> <p>Elections and campaigning What is campaigning? pupils make their own</p>	<p>Multicultural Britain Diverse Britain, migration, concept of Britishness</p> <p>What is your identity Who are you as a person? what makes you who you are?</p> <p>Equality Act What is the equality act? What does it say, why is it important?</p>	<p>What makes a good friend Importance of friendship, positive relationships, quality of friendships</p> <p>Puberty Girls focus. How bodies change inside and outside, how emotions change.</p> <p>Pressure and influence How can other people/media influence your decisions?</p>	<p>Staying safe online (Risks, using intuition, where to get help)</p> <p>Drugs education What is smoking E-cigs, vaping and shisha?</p> <p>What is alcohol What is in alcohol? how does it make you feel? Laws around alcohol, peer pressure</p>	<p>Being positive How can a positive mindset help you to achieve higher and be happier? Methods to create positivity</p> <p>Personal Hygiene How to keep your body, teeth, clean and healthy</p> <p>Self esteem How to build your self-esteem and be proud of who you are</p>	<p>Transition points and your life What are transition points? How may you feel? Where to get help and advice</p> <p>Sleep and relaxation The importance of getting enough sleep and putting time aside to relax</p>
Year 8	<p>Desert Island living Laws and Rules of a community, why are rules important?</p> <p>Building a community features of a community, diverse communities with responsibilities</p>	<p>LGBT What is it? What does each letter stand for and how do they differ</p> <p>Transphobia What does it mean? how is it confused and inclusion</p>	<p>Healthy relationships Friends, families and partner boundaries, love and respect</p>	<p>Cyber bullying Managing yourself online, trolling, how does it affect people? where to get help</p> <p>Online Grooming What is it? how does it happen? how to keep yourself safe online, fake profiles, catfishing, how to get help</p>	<p>What is mental Health Intro to mental health conditions and where to get help</p> <p>Positive body image What is body image? How does this affect</p>	<p>Breaking down stereotypes in society Where do our own attitudes come from? how does it inform thinking and actions, judging appearances</p>

	<p>Criminals, law and society does age and circumstances affect the law and charges?</p>	<p>Homophobia in school and society What is it? types of bullying, where to get help</p>		<p>County Lines, what is it? Criminal exploitation, gangs, cuckooing, trapping, how to protect yourself and see the signs Child exploitation What is it? who it can happen to? What are the signs? online and offline exploitation</p>	<p>people? Where do body ideals come from? seeking validation, social media ideals Child abuse Various types of abuse, personal boundaries, warning signs, safeguarding Stress management (part 1) What can cause stress? How to deal with it, how to reduce stress, mindfulness activities</p>	
Year 9	<p>Conspiracy theories and extremist narratives What are conspiracy theories, are extreme narratives linked, how can they be damaging to society What is terrorism what is terrorism, why people chose to do it, evaluate current terrorism attacks</p>	<p>Autism and ADHD what do the terms mean, how do they affect people</p>	<p>Sexual consent and the law Legal definition of consent, practicalities and importance of consent, consequences of sexual activity without consent Contraception Various form of contraception, pros and cons of each for different people, which contraception offers the best protection STI's Different forms of STI's, how do they spread, long term effects of an STI, how to seek help Delaying sex Why delay sex, conversations to have,</p>	<p>Intro to drugs Defining the term drug, why people use them, evaluate how drugs impact society Different types of addiction What is addiction? different types of addiction, what is most addictive and why?</p>	<p>Self-esteem changes What is self-esteem? How it impacts us, how different people express feelings, resilience, self-talk Dealing with grief and loss What is grief? how does it impact people, how to support and be supported</p>	<p>Saving and managing money Banking terms, importance of saving, identifying essential spending Employment and financial management Financial capability, budgeting, tax Importance of happiness in everyday life What is happiness? Why is it ok to explore our own feelings?</p>

	<p>Proud to be British is being British a positive identity, can supporting British values help combat extremism, preventing extremism</p>		<p>emotions before sex, positive/negative impact of sex, masturbation, other forms of pleasure that isn't intercourse</p> <p>Condoms Correct steps to put on a condom, discussing obstacles to using condoms and how to overcome these</p>		<p>Media and airbrushing How does photo editing affect us? what is body positivity? what impact do adverts have on our self-esteem?</p>	<p>Does happiness truly exist? What is anger in everyday life What is the science behind anger? How does this affect us? How to deal with this emotion</p>
Year 10	<p>Critical thinking and fake news What is fake news, how do you spot it, why is it dangerous</p> <p>Exploring Britishness and British values Define British values, understand the importance, sense of identity and belonging</p> <p>LGBT rights and British values What is homophobia, how can British values combat homophobia, evaluate how far UK has come tackling discrimination</p> <p>What are human rights Define human rights, explore how they came about, evaluate how to protect them</p>	<p>Women's rights and equality what are women's rights, how have they changed, what work is left to do</p> <p>Brexit What is Brexit, how did it affect and continue to affect our country</p> <p>Me Too and Times up Movement What does the hashtag mean, harassment and sexual advances</p> <p>Peace War and Conflict Explore people who have campaigned for peace, understand symbols for peace, evaluate why</p>	<p>Sexting nudes Legal, emotional and social pressures, how to deal with these requests</p> <p>Domestic abuse and violence What is a healthy relationship? different types of abuse, where to get help</p> <p>Porn and sexualisation of the media Unrealistic expectations, danger of porn, safe porn consumption, body image and self-esteem affect</p>	<p>Online gambling Classifications, online gambling and skin betting, risks and where to get help</p> <p>Online gambling Classifications, online gambling and skin betting, risks and where to get help</p>	<p>Common types of mental health What is mental health? How to spot the signs, how to help yourself and others</p> <p>Promoting emotional wellbeing What is wellbeing? Understand mental health and emotional wellbeing, learning strategies for coping</p>	<p>Rights and responsibilities Moral duties, responsibilities, civil law and criminal law</p> <p>Exploring a pay check Understanding a pay check, gross and net pay, evaluate tax and NI</p>

		<p>conflicts are difficult to solve</p> <p>Aid and supporting other countries</p> <p>How do the UK support others, understand issues across the world, evaluate what support is available</p>				
Year 11	<p>LGBTQ rights across the world</p> <p>Different rights in different countries, the future of these rights</p>		<p>Teenage pregnancy choice</p> <p>Consequence of pregnancy, where to get help, options available</p> <p>Parenthood</p> <p>What makes a good parent? healthy family, what responsibilities do you have as a parent? what are the stresses and joys?</p> <p>Respect in friendships/relationships</p> <p>Peer bullying, alcohol/drugs and bad choices</p>	<p>Online reputation and digital footprint</p> <p>Online presence can affect future opportunities</p> <p>Drugs NPS</p> <p>What are these drugs? how do they effect physical/emotional health, why are they addictive? where to go for help</p> <p>Drugs substance addiction</p> <p>What physical and emotional effects does this have on you and those around you?</p>	<p>Exam stress and relaxation</p> <p>What causes stress? how does it feel? coping methods, where to get help</p> <p>Organ and blood donation</p> <p>What is it? Why is it important? How to donate?</p> <p>Fertility and what impacts it</p> <p>What is fertility? What effects it in men and women?</p>	<p>Insta life vs real life</p> <p>How does Instagram and media platforms effect how we see our lives? How do we change this?</p> <p>Time management</p> <p>How to arrange time for work and play. Correct balance. Methods to help divide time</p>

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			