



Bramcote College
A member of The White Hills Park Trust

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Statutory or non-statutory	Statutory
Author/Reviewer	J Banger/S Anderson
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Statement of Intent

At Bramcote College, we support the development of all students' mental, physical, spiritual and health needs. Our aim is to ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills to manage the challenges and risks they will inevitably face. We are aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way, complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Relationships Education, RSE and Health Education complement several national curriculum subjects. At Bramcote College, we look for opportunities to draw links between subjects and integrate teaching where appropriate. The health curriculum will similarly complement, and be supported by, the school's provision on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activities, and school ethos.

Relationships Education, RSE and Health Education gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership, or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Our Relationships Education, RSE and Health Education Curriculum, considers students' age, developmental stage, and prior understanding. We aim to teach sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

Relationships Education, RSE and Health Education Curriculum will sit the context of the school's broader ethos and approach to developing students socially, morally, spiritually, and culturally, as well as the pastoral care system.

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

1. Purpose of the policy (Statutory Requirements)

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 made under sections 34 and 35 of the [Children and Social Work Act 2017](#) , makes RSE statutory for all students receiving secondary education.

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](#).

This policy was developed in consideration of:

- [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
 - [\(publishing.service.gov.uk\)](#) (Statutory guidance on RSE and health education)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) (statutory guidance)
- <http://educateagainsthate.com/download/36/> (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and discipline in schools - GOV.UK \(www.gov.uk\)](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#) (statutory guidance)
- [Alternative provision - GOV.UK \(www.gov.uk\)](#) (statutory guidance)
- [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#) (advice for schools)
- [Preventing bullying - GOV.UK \(www.gov.uk\)](#) (advice for schools, including cyberbullying)
- [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](#) (advice for schools)
- <https://www.equalityhumanrights.com/en/advice-and-guidance/> (advice for schools on avoiding discrimination in a variety of educational contexts)
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))
- [National Citizen Service: guidance for schools and colleges - GOV.UK \(www.gov.uk\)](#) (guidance for schools)
- Guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#)

We will evaluate this policy on an annual basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students. We will review every two years in consultation with all key stakeholders.

3. Links with other Policies

This policy should be read in conjunction with the following School/Trust policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy (WHP Trust)
- Equality and Diversity Policy (WHP Trust)

4. Policy Detail

This policy is being updated in line with national guidance and in consultation with staff, students, and parents during January/February 2025. The consultation and policy development process will involve the following steps:

1. Review – relevant information including national and local guidance.
2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and interested parties have been invited to submit questions and feedback about the proposed policy.
4. Student consultation – students will be invited to submit views on what they want from their RSE.
5. Ratification – once amendments are made; the policy will be shared with governors for ratification.

5. Definition

Relationships Education, RSE and Health Education are about the emotional, social, and cultural development of students, and involve learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

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

RSE is not about the promotion of sexual activity.

We define Relationships Education as learning about the physical, social, legal, and emotional aspects of human relationships including friendships, intimate, sexual, and committed relationships, and family life.

We define Sex Education as learning about the physical, social, legal, and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections, and sexual health.

We take the view that Relationships and Sex Education are best approached in an integrated way and using a gender equality and human rights framework.

We will highlight lessons that contain non-statutory sex education and will respect the wishes of parents to withdraw their child/ren from this content.

To cover the curriculum content outlined in the Relationships Education, RSE and Health Education Guidance, we will equip our students to build positive and respectful relationships online and offline. We seek to ensure that students have the knowledge, skills, attitudes, and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity.
- Build self-esteem and self-worth.
- Explore and value their personal and sexual identity and the personal/sexual identities of others.
- Understand family structures, committed relationships and the legal status of different types of long-term relationships.
- Understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions.

- Consider how their choices affect their own wellbeing and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive Relationships Education, RSE and Health Education does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence demonstrates that effective Relationships Education, RSE and Health Education plays a role in behaviour change, including reducing unprotected or unwanted sexual activity and reducing harmful behaviour, including sexual harassment and sexual violence.

6. Curriculum

Our curriculum is set out as per the appendices in this document but may need to be adapted overtime.

We will develop the curriculum in consultation with parents, students, and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so that our students are fully informed and do not feel the need to seek answers from potentially unreliable online sources.

For further information about our curriculum, see our key curriculum maps in the appendices.

7. Delivery of Relationships Education and RSE and Health Education

Relationships Education, RSE and Health Education is delivered predominantly in the personal, social, health and economic (PSHE) curriculum, including contributions from external speakers (including the school nursing team, theatre groups and charities). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS) lessons. Aspects such as online behaviour and safety are covered in computer science and health and healthy lifestyles are additionally more explicitly explored as part of the pe and food technology curriculum. Other areas of the curriculum also support where appropriate to do so.

Assemblies and tutor time are additionally used to deliver and support aspects of Relationships Education, RSE and Health Education

Relationships Education, RSE and Health Education will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy, and prepared for life beyond school. The curriculum will complement and be supported by the School and Trust's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

Content is delivered in a sensitive and open manner. Students' age and background are considered when dealing with these issues. Some issues are dealt with in smaller groups or on a one-to-one basis. A safe and supportive climate is promoted, with all students' views and opinions being respected, but misconceptions dealt with appropriately.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. The Senior Leadership Team will work closely with colleagues in related curriculum areas to ensure RSE and Health Education programmes complement each other.

Teaching of Relationships Education, RSE and Health Education will enable students:

- To distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- To be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age appropriate and inclusive way.
- To recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual, and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support.
- To identify grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Recognise the physical and emotional damage caused by female genital mutilation (FGM) and where to find support, understanding that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.
- To recognise risks, harmful content and contact and how and when to report issues to keep safe online.
- To, within the law, be well equipped to make decisions about how to live, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Our curriculum is planned to consider students' age, developmental stage, and prior understanding. We aim to teach RSE sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

Where possible, students also receive stand-alone sex education sessions delivered by a trained professional.

Relationships Education, RSE and Health Education specifically 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 further information about our Relationships Education and RSE curriculum, see appendices 1-5.

By the end of their time at Bramcote College, students will have been provided opportunities to explore:

Families:

- 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.

Respectful relationships, including friendships:

- 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 show 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:

- 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 online.
- 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:

- 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). Intimate and sexual relationships, including sexual health.
- 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. As well as the process and symptoms of the menopause.
- 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 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.

These areas of learning are taught within the context of family life, taking care to ensure inclusivity of different home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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. Physical Health and Mental Wellbeing

At Bramcote College, students will be taught the information that they need to make good decisions about their own health and wellbeing so that they recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Self-control and the ability to self-regulate, as well as strategies for doing so will also be explored, enabling students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

By the end of their time at Bramcote College, students will have been provided opportunities to explore:

Mental wellbeing:

- 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:

- 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 and over-reliance on online relationships including social media.
- The risks related to online gambling including the accumulation of debt.
- How advertising 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.

Physical health and fitness:

- 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 cardiovascular ill health.
- About the science relating to blood, organ, and stem cell donation.

Healthy eating:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol, and tobacco:

- 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 can 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.
- About personal hygiene, including bacteria, viruses and 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.
- 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 the ability to learn.

Basic first aid:

- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body:

- 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.

9. Students with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all students. High-quality teaching is differentiated and personalised, which is the starting point to ensure accessibility for all. The school is mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when planning for and preparing these subjects. The school is also aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE specifically, also needs to be a priority for some students, for example those with Social, Emotional and Mental Health Needs or learning difficulties. For some students, there may be a need to tailor content and delivery to meet the specific needs of students at different development stages.

We are committed to Relationships Education, RSE and Health Education that makes every student feel valued and included and is relevant to them. This means we are committed to a SEND inclusive curriculum. Our SENCo is Becky Edwards: becky.edwards@whptrust.org

10. Lesbian, Gay, Bisexual, Transgender (LGBT+)

We believe that Relationships Education, RSE and Health Education is a key vehicle for promoting equality, inclusion, and social justice. In teaching Relationships Education and RSE, the school will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect.

The school will ensure compliance with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst protected characteristics. Our curriculum is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and will ensure that we embed content on gender equality throughout the curriculum.

We will ensure that all teaching is sensitive and age appropriate in approach and content. At the point at which it is considered appropriate to teach students about LGBT+, we will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

All students at Bramcote College will have been taught LGBT+ content at a timely point as part of our commitment to this area of the curriculum.

We are committed to Relationships Education, RSE and Health Education that makes every student feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive curriculum. An inclusive RSE at Bramcote College will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

11. Roles and Responsibilities

11.1 The Governing Body

The governing board will approve the Relationships Education, RSE and Health Education policy and hold the Headteacher to account for its implementation.

In addition, Governors will ensure:

- All students make progress in achieving the expected educational outcomes.
- Subjects are well led, effectively managed, and well planned.
- Quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all students with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- Subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

11.2 The Headteacher

The Headteacher is responsible for ensuring that Relationships Education, RSE and Health Education is taught consistently across the school, and for managing requests to withdraw students from non-statutory/nonscience components of RSE (see section 13).

They will also ensure that the quality of provision is subject to regular and effective self-evaluation, is well led, effectively managed, and well planned.

The Headteacher will also ensure that:

- Staff are informed of the policy and responsibilities included within it.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- Relationships Education, RSE and Health Education is staffed and timetabled in a way to ensure the school fulfils its legal obligations.
- The teaching of Relationships Education, RSE and Health Education is monitored to ensure that it is delivered in ways that are accessible to all students with SEND.
- The school works with stakeholders when planning and delivering Relationships Education, RSE and Health Education.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

11.3 Staff

Staff are responsible for:

- Delivering Relationships Education, RSE and Health Education in a sensitive way and promoting a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety, or breach of confidentiality.
- Where a student has embarked on a course of action likely to place them at risk, ensuring that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- Modelling positive attitudes to Relationships Education, RSE and Health Education and promoting the context of a moral framework.
- Ensuring all points of view that may be expressed during teaching are unbiased.
- Monitoring progress and ensuring that students of differing abilities, including the most able, are suitably challenged.
- Responding to the needs of individual students, including delivery in ways that are accessible to all students with SEND.
- Emphasising the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Ensuring that issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of Relationships Education, RSE and Health Education.
- Considering whether it is appropriate or necessary to put in place additional support for students with protected characteristics.
- Where appropriate, directing students to seek advice and support from an appropriate agency or individual.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching Relationships Education, RSE and Health Education. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

The Assistant Headteacher (Careers and Enrichment) and Curriculum Leader for PSHE will manage and lead the delivery of Relationships Education, RSE and Health Education in school. This Assistant Headteacher (Careers and Enrichment) will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as Citizenship, Science, Computing and PE.

Key Staff Contacts:

Assistant Headteacher (Careers and Enrichment):
Curriculum Leader for RS PSHE and Citizenship:
Curriculum Leader for Science:
Curriculum Leader for Computer Science:
Curriculum Leader for Physical Education (PE):
Curriculum Leader for Technology:

Mrs Jacqueline Banger: jacqui.banger@whptrust.org
Mrs Sophie Anderson: sophie.anderson@whptrust.org
Mrs Alison Pascual: alison.pascual@whptrust.org
Mr Jon Marshall: jon.marshall@whptrust.org
Mr Kieran Warner: kieran.warner@whptrust.org
Mr Chris Worth: chris.worth@whptrust.org

11.4 Students

Students are expected to engage fully in Relationships Education, RSE and Health Education and when discussing issues, treat others with respect and sensitivity.

Student voice is central to the culture and ethos of the Bramcote College. We will use student voice to evaluate how relevant and engaging Relationships Education, RSE and Health Education is to them.

Throughout our Relationships Education, RSE and Health Education, we will embed student voice practices to enable students to express their views on the range of topics and issues covered and to ensure that they listen to other opinions and evidence, reflect on their own perspectives, and take a broader view.

We will ensure that all student voices are heard but that those views that are hurtful, offensive, or exclusionary do not dominate and are addressed. We wish to ensure a culture where human rights, social justice, inclusion, and diversity are promoted and respected.

Answering student questions

Relationships Education, RSE and Health Education explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies, and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students.

We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in Relationships Education, RSE and Health Education. Importantly, we believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

12. Parents and Carers

The school acknowledges the key role that parents/carers play in the development of their child's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their child to grow and mature and to form healthy relationships.

All Parents/Carers will:

- Be given every opportunity to understand the purpose and content of Relationships Education, RSE and Health Education.
- Encouraged to participate in the development of Relationships Education, RSE and Health Education.
- Able to discuss any concerns directly with the school.

13. Parents' right to withdraw

Parents have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. Beyond this point if the child wishes to receive sex education rather than being withdrawn, the school will facilitate this.

Requests for withdrawal should be put in writing and addressed to the Assistant Headteacher: Careers and Enrichment: jacqui.banger@whptrust.org who will discuss this with the Headteacher. All requests will be discussed with parents to clarify the nature and purpose of the curriculum as well as to ensure that wishes are clearly understood.

We will always consider the religious and cultural background of all students when teaching RSE.

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

There is no right to withdraw from Relationships Education, Health Education or Science lessons.

**Parental Right to Withdrawal		
Subject	Primary	Secondary
Relationships Education	No	No
Sex Education	Yes	Yes
RE	Yes	Yes
Science	No	No
Collective Worship	Yes	Yes

14. Working with External Agencies

The school is aware that working with external partners will enhance the delivery of Relationships Education, RSE and Health Education and will support bringing in specialist knowledge and implementation of a variety of strategies to engage with young people. Where external agencies are used, credentials of the visiting organisation and any visitors linked to the agency will be checked. The school will also ensure that the teaching delivered by the visitor fits with the planned programme and published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the school in advance of the session. The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

15. Safeguarding, reports of abuse and confidentiality

The school recognises that at the heart of Relationships Education, RSE and Health Education, the focus is on keeping children safe and acknowledges the significant role we have in preventative education.

We will allow an open forum for students to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.

Students will be made aware of the processes to enable them to raise their concerns and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a student tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Leads and children's social care. A member of staff will never promise a student that they will not tell anyone about a report of abuse, as this is not in the best interests of the individual.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources including links to the police and other agencies are utilised. The local context will be considered and addressed in lessons.

The Designated Safeguarding Lead is Faye Parker-Dennis. Our safeguarding team can be contacted on safeguarding@bramcote.college

16. Training

Relevant staff training on updates to the delivery of Relationships Education, RSE and Health Education are accessed as part of the continuing professional development calendar.

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

17. Monitoring arrangements

The delivery of Relationships Education, RSE and Health Education is monitored by Curriculum Leaders and the Senior Leadership Team through:

- QA work scrutiny
- Learning walks
- Formal lesson observations
- Student Voice

Students' development in Relationships Education, RSE and Health Education is monitored by class teachers as part of our internal assessment systems.

The curriculum will be evaluated on an annual basis and the policy will be reviewed every two years.

Appendix 1: RSE & RS Curriculum Overview KS3 & 4 - Updated

KEY
Religious Studies
RSE
Health & Wellbeing
Living in the Wider World & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 RS	Christianity	Christianity cont.	Judaism	Judaism cont.	Islam	Islam cont.
	Intro to RS	7. Jesus Debate	1. Abraham	7. Kosher & the Home	1. Intro to Islam	7. Salat
	1. God	8. What is a Christian?	2. Moses	8. Bar/Bat Mitzvah	2. Prophets	8. Zakah
	2. The Bible	9. Who are the Church?	3. Passover & mini assessment	9. Assessment Bar/Bat Mitzvah	3. Qur'an	9. Sawm
	3. Who was Jesus?	10. Baptism	4. 10 Commandments	10. TTT & Brit Milah	4. Mosque	10. Hajj
	4. Miracles of Jesus	11. Baptism Assessment	5. Keeping Shabbat	11. Rosh Hashanah & Yom Kippur	5. 5 Pillars of Islam	11. Assessment Hajj
	5. Death of Jesus	12. Christmas Experience	6. The Synagogue	12. Sukkot	6. Shahadah	12. TTT
	6. Resurrection of Jesus	TTT / Xmas activity?				
Year 7 CZ	My Learning Journey	Illustrated Mum		Building Relationships	Health & Puberty	Financial Decision Making
	Intro to CZ & RSE	1. Intro, families, young carers	7. Attitudes to mental health & challenge stigma	1. How can we build positive relationships?	1. Emotional changes in puberty	1. Financial Choices & budgeting
	1. Aspirational students	2. Identity, rights, responsibilities	8. Daily wellbeing & challenging stigma	2. Recognising unhealthy relationships	2. Menstrual wellbeing	2. Protecting financial security online
	2. Resilience	3. Challenge stereotypes & prejudice	9. Healthy lifestyle choices (inc. energy drinks)	3. What is consent?	3. Dental health	3. Risks - gambling & chance
	3. Self-esteem	4. Managing friendships	10. Influences on ecigs, caffeine smoking, alcohol	4. Recognise & respond to unwanted contact	4. Personal Hygiene	Assessment
	4. Careers & Your Future	5. Signs & effects of bullying	11. Assessment & promoting social norms	5. Media stereotypes & boundaries	5. Assessment & Healthy Routines	4. Ethical/unethical business practices & consumerism
	5. Skills & Qualities	6. Respond to bullying	12. Managing risk taking behaviour	6. Managing conflicts in relationships	6. FGM	Personal safety for the summer
	6. Careers info & management					Personal safety for the summer

Year 8	Is there a God?	Physical & Emotional Wellbeing	Are Religion and Science Compatible?	Identity & Relationships	Discrimination	Life for a Life
	1. Intro & First Cause argument	1. Digital resilience & wellbeing	1. Fact, opinion, belief	1. Relationship values	1. Identity & community	1. Why do we punish
	2. Design Argument	2. Unhealthy coping strategies (self-harm & eating disorders)	2. Creation myths	2. Consent (assumptions)	2. Impact of bias & stereotypes	2. Death penalty Buddhism
	3. Natural & moral Evil	3. Healthy coping strategies	3. Xian creation -literalist, liberalist	3. Sharing Nudes	3. Protected characteristics	3. Death penalty Christianity
					4. Benefit of diverse & supportive communities	
	4. Freud & Marx	4. Sleep & wellbeing, & assessment	3. Evolution & Big bang	4. Contraception introduction	5. Being an ally & upstander	4. Forgiveness
	5. Assessment	5. Change, loss & bereavement	5. Intelligent design & Religion Vs Science	5. Influences on relationships	Digital Literacy	5. Assessment death penalty
				6. Sexual orientation & gender identity	1. Online communication & social networking	
	6. TTT & Religious experience		6. The environment		2. Grooming online	6. TTT & reflection
					3. Biased/misleading information online & critically assess media sources	
				4. Public/private media, age restrictions		

Year 9	Religion & Relationships	Peer Influence	What happens when we die?	Intimate Relationships	Substances & My Body	Medical Ethics
	1. Religion & Family	1. Healthy & Unhealthy friendship	Options lessons Dec/Jan (x2 lessons)	1. Respectful relationships	1. Exploring attitudes	1. Sanctity of Life
	2. Nature & Purpose of Marriage	2. Antisocial behaviour	1. The Soul	2. Consent (freedom & capacity)	2. Drugs, the law & managing risk	2. When does Life Begin?
	3. Do we still need marriage?	3. Gangs - how it might start	2. Christian Afterlife	3. Sexual Health	3. Drug & effects (alcohol & cannabis)	3. Abortion
	4. Divorce & Remarriage	4. Manage risk in relation to gangs	3. Reincarnation & Rebirth	4. Contraception	4. Managing influence	4. Assessment Abortion
	5. Assessment Divorce	5. Gangs - getting out	4. Muslim afterlife mini assessment	5. Managing the ending of a relationship	5. Vaping	5. TTT & IVF
	6. Attitudes to Sex	6. CSE	5. Non-religious afterlife		6. Body Confidence	6. Euthanasia
	7. Same-sex marriage	Options - Dec/Jan	6. Funerals	6. Running away		7. Organ donation

Year 10	Religion & Human Rights	Religion & Human rights	Exploring Influence	Healthy Relationships	Families	Financial Decision Making
	1. What are Human Right & organisations	8. Conflict	1. Role models	1. Intimacy & pleasure	1. Long-term commitments	1. Effectively budget & evaluate savings options
	2. Social injustice - discrimination	9. Just war	2. Gangs	2. Impact of Pornography	2. Fertility	2. Debt, credit cards, pay day lending
	3. Social injustice - poverty	10. Jihad	3. Knives - law & impact	3. Pressure, persuasion & coercion	3. Readiness for pregnancy & parenthood	3. Gambling
	4. CAFOD Game	11. Extremism	4. County lines	4. Relationship conflict & breakups	4. Pregnancy outcomes	4. Illegal financial activities
	5. Censorship & religious Expression	12. Terrorism	5. Young Offenders	5. Assessment & contraception	5. Assessment & Honour based violence	5. Manage risk, data & targeted advertising
	6. Authority & conflict of rights	13. UN Game	Mental Health	6. Relationship abuse	6. Family conflict	
	7. Case study: Oscar Romero		1. Challenges & reframe negative thinking			
			2. Emotional & mental ill-health (inc anxiety)			
			3. Change, loss, grief			
			4. Promoting emotional wellbeing			

Year 11	Is Religion Outdated?	Building for the Future	Communication in Relationships	Living Independently beyond school	N/A exams
	1. What is religion? (N Smart)	1. Judgement & stereotyping	1. Values	1. Manage risk & safety	
	2. Religion & Social Science	2. Unrealistic expectations, motivation, resilience	2. Communication	2. Cancer - lifestyle, screening & self-examination	
	3. What's the difference between a cult & a religion?	3. Stress & healthy self-concept	3. Gender stereotypes & gender identity	3. Vaccinations, registering with health services, blood/stem/organ donation	
	4. Religion (non 'big 6')	4. Work like balance, balance time online	4. Sexism / Gender discrimination	4. Risks relating to cosmetic & aesthetic body alterations	
	5. Religion (non 'big 6')	5. Create safe online content	5. LGBTQIA+ prejudice & discrimination		
	6. UK census data		6. Stalking & harassment		

Useful Resources to support RSE at Bramcote College:

www.phse-association.org.uk

Mental wellbeing / Overview / PHE School Zone

<https://www.hoddereducation.co.uk/citizenshippshe>

<https://collins.co.uk/collections/your-choice> <https://www.truetube.co.uk/>

<https://www.bbc.co.uk/bitesize/subjects/z7f3cdm>

www.psheresources.com [EC Resources Tes](#)

[store https://www.talktofrank.com/](https://www.talktofrank.com/)

<https://sexwise.fpa.org.uk/>

[https://www.pshe-](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody)

[association.org.uk/curriculum-and-](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody)

[resources/resources/disrespect-](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody)

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[association.org.uk/curriculum-and-](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody)

[resources/resources/disrespect-nobody-](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody)

[teaching-resources-preventingteaching-](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody)

[resources-preventing](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody)

<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

[https://campaignresources.phe.gov.uk/schools/topics/rise-](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools)

[above/overview?WT.mc_id=RiseAboveforSchools](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools) [PSHEA EdComs Resource listing Sep17](#)

<https://www.minded.org.uk/>

[Education for a Connected World - GOV.UK \(www.gov.uk\)](http://www.gov.uk) [Thinkuknow - home](#)

<http://mentor-adepis.org/planning-effective-education/>

<http://www.educateagainsthate.com/>

Appendix 2. Science Relationships, RSE & Health Education Curriculum Map

Year 7	Year 8	Year 10
Reproduction Topic Male & female reproductive systems Menstrual cycle Puberty Pregnancy	Microbes & Disease Antibiotics & treatments for infections Immunisation & Vaccination Healthy Lifestyles Balanced diets – impact on nutrient of the body & the problems associated with malnutrition Smoking – effects on the body Alcohol – effects on the body & mind Drugs – categories such as legal/illegal & types of stimulants/depressants/painkillers/hallucinogenic	Biology Heart disease Transmission of diseases Drug development – antibiotics & painkillers Stem cells Controlling fertility – reproductive hormones Contraceptive options – condoms, implant, pill, depo IVF

Appendix 3. Physical Education (PE) Relationships & Health Education Curriculum Map

Year 7	Year 8	Year 9	Years 10 & 11
<p>Leadership</p> <p>How to stretch</p> <p>How to exercise safely</p> <p>The benefits & importance of physical exercise & time outdoors on mental wellbeing & happiness</p> <p>Personal hygiene, & prevention of infection</p> <p>Exercise effects on the body short/long term</p>	<p>Leadership</p> <p>How the body systems react to different kinds of exercise</p> <p>Positive associations between physical activity & promotion of mental wellbeing, including as an approach to combat stress</p> <p>How to maintain healthy eating and the links between a poor diet and health risks</p>	<p>Leadership</p> <p>Maintaining a healthy weight, including the links between an inactive lifestyle and ill health/weight gain</p> <p>Health, Fitness & wellbeing</p> <p>Lifestyle choices</p> <p>Energy, nutrition & hydration</p> <p>Extrinsic v intrinsic motivation</p> <p>Effects of self-confidence on performance</p>	<p>Leadership</p> <p>Basic treatment for common injuries</p> <p>Life-saving skills, including how to administer CPR</p> <p>The purpose of defibrillators and when one might be needed</p> <p>Health, Fitness & Wellbeing</p> <p>Nutrition</p> <p>Impact of sport & activity on the body</p> <p>Psychological influence of motivation, self-confidence, and anxiety</p>

Appendix 4. KS3 Computer Science Relationships and Health Education Curriculum Map

Year 7	Year 8	Year 9
How information and data is generated, collected, shared online. How to keep safe online. Digital Literacy	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. (Oversharing) Impact of technology on levels of crime including the use of malware and legal implications of misuse including the Computer Misuse Act. Digital Literacy.	Digital Literacy. Computer Ethics; impact of technology on the environment, legal implications, the impact of technology on the world of work and the impact of AI.
What to do and where to get support to report material or manage issues online.	Rights, responsibilities, and opportunities that exist online, including that the same expectations of behaviour apply in all contexts, including online.	
Cross year group themes: These include being safe online, constant reminders of the dangers of online environments including social media and how their behaviour can affect how people see them now.		

Appendix 5. Food Technology Relationships and Health Education Curriculum Map

Year 7	Year 8	Year 9	KS4 Food Preparation & Nutrition
Cooking with fruit & vegetables. Eatwell guide and recommendations for a healthy lifestyle. Nutritional content of recipes and adapting recipes to make them more nutritional. Function of nutrients in our body.	Increasing the use of fruit & vegetables. Cooking techniques to reduce fat content. The nutrient groups and their functions in the diet - which foods they can be found in, adapting recipes to include more nutrients and food groups. Designing and making dishes that promote a healthy balanced lifestyle. Cooking techniques required to produce healthy meals. Cooking for special dietary needs and understanding the impact on diet and health e.g., Vegetarian, Coeliac.	Dietary needs for individual conditions and life stages. Adapting dishes to fit different dietary requirements. Food mileage and seasonality. Environmental concerns in food.	Healthy eating – what it means and how to adapt recipes accordingly.

Appendix 6. Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS:			
Name of Child		Tutor Group	
Name of Parent		Date	
Content I wish to withdraw my child from:			
Any other information you would like the school to consider:			
Signature of parent:		Date:	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions following discussion with parents:	
Name:	Date: