



Bramcote College

A member of The White Hills Park Trust

RSE- relationships and sex education policy

Updated: June 2021

Review: June 2022

Relationships and Sex Education (RSE) Policy

RATIONALE and ETHOS

This policy covers the Bramcote College approach to the structure, delivery and ethos of the new statutory RSE curriculum. It has been produced by staff and governors through consultation with parents and other interested stakeholders.

The purpose of RSE at the Bramcote College is to equip our young people with the life skills, knowledge and experience needed to live safe, happy and fulfilled lives. The curriculum is designed to grow with our learners, evolving and developing as they do, whilst also being informed by societal changes, new technologies and the wider world in general. The new statutory changes to RSE which are to be covered by law from Easter 2021 are reflective of this ever changing world and will assist in allowing students to develop skills to successfully live their lives on and offline, develop and maintain healthy relationships, build resilience, challenge negative behaviour, and communicate their thoughts and feelings effectively.

We believe that relationships and sex education is important for our students and our school as it underpins the very ethos of every aspect of our provision, from pastoral and welfare to curriculum and behaviour. It is also supported through our core INSPIRE values – Integrity, Nurture, Success, Perseverance, Innovation, Responsibility and Engagement, as well as by our behaviour policy. Our RSE provision is inclusive and meets the needs of all students, including those with special educational needs and disabilities through its accessibility. All students, in all years, are able to access a fully differentiated scheme of work delivered by specialist staff, which is supported through robust pastoral support and enrichment programmes. The programme of study is also complimented through delivery of core themes in a variety of subjects studied by all students, including Science, Computer Science, Food and Nutrition, PE and RS.

The intended outcomes of our programme are that students will:

- Know and understand how to develop healthy, nurturing relationships of all kinds, not just intimate relationships. They will know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Understand what acceptable and unacceptable behaviour looks like 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. Through RSE students will also cover contraception, developing intimate

relationships and resisting pressure to have sex (and not applying pressure), as well as issues around consent.

- Develop skills of resilience, enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. It will also support students, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- Be equipped with knowledge about safer sex and sexual health to ensure that young people are ready to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

We ensure that our RSE curriculum fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents, while always with the aim of providing students with the knowledge they need of the law.

ROLES and RESPONSIBILITIES

Governors

The governing body hold ultimate responsibility for Relationships and Sex Education and will 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.

The Headteacher

The Headteacher is responsible for ensuring that Relationships Education, Sex Education and Health Education is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE.

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, Sex Education and Health Education is staffed and timetabled in a way to ensure the school fulfils its legal obligations.
- The teaching of Relationships Education, Sex Education 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, Sex Education and Health Education.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

Staff

Staff are responsible for:

- Delivering Relationships Education, RSE and Health Education in a sensitive way and promoting a supportive atmosphere in which all students can speak with confidence and without fear of embarrassment, anxiety, or breach of confidentiality.
- Modelling positive attitudes to Relationships Education, Sex Education 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, Sex Education 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.
- 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.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

External Visitors

Working with external organisations can enhance delivery of RSE, bringing in specialist knowledge and different ways of engaging with young people. At Bramcote College we will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.

- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

LEGISLATION and STATUTORY GUIDANCE

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.

This policy was informed by:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010](#) and schools
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (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](#)

CURRICULUM DESIGN

Our RSE Programme is an integral part of our whole school PSHE provision and will cover:

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 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:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- 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 and 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 for STIs.
- 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.

Our RSE curriculum follows the PSHE association programme of study and is taught across all years through a discreet lesson once a week by a team of specialist humanities staff. As well as being led by the PSHE Association programme of study our curriculum is also guided by the Nottinghamshire

key areas of contextual safeguarding risks. Our high quality resources are regularly reviewed to ensure that they are up to date and meet the needs of all our students and selected resources such as newspaper articles, film clips and case studies are used which support and promote understanding within a moral context and put the issues into a real life example for students. Learning about relationships and sex in PSHE has been mapped across the school and compliments learning in subjects such as RS, PE, Computer Science, Science and Food Technology. This learning is also supported through additional enrichment activities such as assemblies, theatre performances, trips and other such additional activities.

We understand the importance of ensuring that all students in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, sex and gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our students and, in addressing different views and beliefs, seek to promote tolerance and understanding.

Assessment will be carried out at the beginning and end of each new topic where students will be encouraged to reflect on their own learning and progress, through self-evaluation tools and discussion as well as written work. We recognise that it is difficult for teachers to accurately assess a student's self-confidence or sense of their own identity and values. However, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and self / peer assessment.

In order to ensure the RSE Curriculum meets the needs of all:

- We will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE Programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

SAFE and EFFECTIVE PRACTICE

A safe learning environment is provided for all students whilst studying RSE by providing a non-judgmental environment with mutual respect for all. Teachers and students agree ground rules at the beginning of new topics and these are reinforced at the beginning of each lesson, or where appropriate.

In order to protect our students' privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. For example, we will use fiction, case studies, role-play, videos, and theatre in education to enable students to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

We acknowledge that sensitive and potentially difficult issues will arise in RSE as students will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE Curriculum Leader. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a student in the classroom indicates the possibility of abuse, teachers will pass this information to the DSL in line with school policy.

SAFEGUARDING

Bramcote College refers to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of students, as listed in Keeping Children Safe in Education. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage students to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised, teachers or other adults working with the child should follow the schools guidelines and expectations on making a safeguarding referral to the Designated Safeguarding Lead (DSL) and in his absence their deputy safeguarding lead or a relevant member of the leadership team. Information should be recorded accurately and reported in a timely fashion. In the instance of a disclosure of FGM staff will be expected to follow the statutory guidance and report this to the police. Following a referral, the Designated Safeguarding Lead will then deal with the matter and, where necessary, in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures.

ENGAGING STAKEHOLDERS

Bramcote College acknowledges that the primary role in student's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of students at our school, through mutual understanding, trust and cooperation. Parents will be informed about the policy through consultation, information meetings and through written correspondence. The policy will be available to parents through the school website.

We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and

through signposting via targeted support in school or through the school website, to other resources to support them at home.

We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum. Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity. If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard that is not part of statutory NC Science. If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

MONITORING, REPORTING and EVALUATION

Teachers will critically reflect on their work in delivering RSE through evaluation of lessons, the Bramcote College Quality Assurance programme and student voice.

The governing body or trustees are responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents about the RSE programme, and require the Head Teacher to keep a written record of parents' comments.

RSE POLICY REVIEW DATE

This policy will be reviewed on

It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body.

This will ensure that it is in line with current department for Education advice and guidance.