Bullers Wood School

Relationships and Sex Education Policy (2022)

Policy created by: Sarah Seall	Date of Adoption: September 2022	Date to be Reviewed September 2023	Reviewed by: **Local Governing Board**

Contents

1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of main changes which take place in males and females (sexual development) and the implications for emotional and physical health.
- The importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Equip students to identify discrimination in all its forms and ensure there are aware of the nine protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation).
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To encourage young people to have due regard for moral considerations and the value of family life and a stable, faithful relationship.
- To foster recognition that both sexes should behave responsibly in sexual matters.
- To provide knowledge of reproductive biology and for students to develop positive attitudes about their bodies.
- To create the ability to make informed and responsible decisions and assess risk.
- To set sexual and physical development within the context of relationships involving trust, love, sharing, mutual respect and consideration.
- To inform students of the law on sexual behaviour and their rights to privacy and safety.
- To understand that sexual behaviour links closely to emotional health and well-being.
- To ensure lesbian, gay, bisexual and transgender information is sensitively delivered in PSHE lessons at all Key Stages whilst recognizing that pupils are entitled to RSE education that is medically and factually correct and free from emotive and persuasive materials.

2. Statutory requirements

We must provide relationships and sex education to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the Secretary of State Relationship Sex Education (RSE) (Secondary) 2020, as outlined in section 403 of the Education Act 1996 and Keeping Children Safe in Education 2020 At Bullers Wood School, we teach RSE as set out in this policy.

3. Policy development

This policy is developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review by Heads of Year and the Leadership team

2. Staff consultation – all school staff were given the opportunity to look at the policy on the VLE and make recommendations

3. Parent consultation – parents have been sent a copy of the policy for their comments about the policy

4.   Pupil consultation – we asked the school council to consult with their year group and ask what exactly students want from their RSE

5.   Ratification – once amendments were made, the policy was shared with the local governing board for ratification

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of providing fact-based information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1. We may need to adapt it as and when necessary.

We have developed the curriculum in consultation with students and staff, taking into account the sex, age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond appropriately so that students are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the Personal Development (PD) education curriculum during standalone personal development sessions. Biological aspects of RSE are taught within the science curriculum, and other elements are included in religious studies (RS).

Students also receive stand-alone sex education sessions delivered by trained health professionals.

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 Appendices 1 and 2.

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, among other structures, along with reflecting sensitively that some children may have a different frame of support around them (for example looked after children or young carers).

7. Roles and responsibilities

7.1 The Local Governing Board

The Local Governing Board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is responsible for:

(a) ensuring all RSE materials and this policy are in line with the school's safeguarding policy, are age appropriate, legally and biologically factual and consistent with published statutory guidance;
(b) ensuring that RSE is taught consistently across the school; and
(c) managing requests to withdraw students from non-statutory components of RSE (see Section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

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

The heads of each year group take responsibility for creating and updating appropriate material for form tutors to teach. These materials are quality assured by the DSL and Assistant Headteacher, who will monitor CD lessons.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with tolerance and sensitivity (whilst supporting tolerance of different views, beliefs and free speech).

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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 student 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 DSL.

A copy of withdrawal requests will be placed in the student's educational record and on CPOMS. The DSL will discuss the request with parents and take appropriate action.

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

9. Training

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

The DSL 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.

10. Monitoring arrangements

The DSL monitors the delivery of RSE through:

Planning meetings with Heads of Year, work scrutinies and learning walks.

Due diligence before sanctioning the use of any materials, outside organisations or speakers and ensuring that they comply with safeguarding guidelines and legislation, including but not limited to:

    (a) Speakers should have appropriate qualifications for teaching sensitive subjects/sex education;

    (b) Checking the online presence of groups/outside speakers to ensure they are educationally based and appropriate and only engaged in activities commensurate with teaching children in schools;

    (c) Resources should be checked for content which encourages uncritical acceptance of ideas that promote the erasure of sexual boundaries, and the suspension of all judgement and critical thinking around issues such as paid-for sex and the extreme sexual practices commonly portrayed in pornography

Class teachers monitor students' development in RSE as part of our internal assessment systems.

The DSL will annually review this policy. At every review, the policy will be approved by the Local Governing Board.

Appendix 1: Curriculum map

Personal Development including Relationships and Sex Education Curriculum Map

	7	8	9	10	11
HT1 <u>October</u> • Black History Month • Mental Health Awareness Week • Dyslexia Awareness Week	**Community** • What makes a community? • How are you a part of the BW community? • The house system • How can we make our community fair? • Leaders in the community and what makes a good leader.	**Celebrate** • BOPO accept and celebrate your body – include tattoos and piercings • Rites of passage in different cultures. • FGM – this is not a celebration and is illegal in the UK. • Coming of age. • Marriage (include same sex and different cultures e.g. arranged marriages). • Celebrate the ever changing you – puberty • Periods	**Citizenship** • What does it mean to be a good citizen? Consideration of: o Working o Paying tax o Managing finances o Accepting others o Supporting others o Charity o Caring for the environment • Being a leader in the community. • Consequences of breaking the law • Gangs • Political parties and voting	**Care** • Care for your mind o Dealing with stress o Thoughtfulness o How food influences your mood o Managing your time o Asking for help • Care for your body o Importance of sunshine and fresh air o Contraception o Abortion • BOPO – realistic expectations of our bodies – include tattoos and piercings • Expectations of partners and consent • Pornography	**Careers** • Preparing for life after GCSEs • A Level options • College • Apprenticeships • University

HT2	Communication	Community	Celebrate	Careers	Care

November
• Parliament Week
• Anti-Bullying Week
• Remembrance
December
• Day of Disabled Persons
• International Human Rights Day
	• Kind language
	• How to be nice to others
	• Inclusive language
	• Understanding why some language is offensive
	• Impact of kind language on others
	• Importance of free speech
	• Is it different online?
	• What is communicated through images online? (pornography)
		• What is the makeup of the wider community?
		• Microcosms in our society – BAME, LGBT, religious communities
		• How can community leaders help bring society together?
		• Family units
		• Why is it good to have such a diverse community?
		• How does the news influence our community?
			• Celebration of individual choice – different ways of living
			• Celebrate LGBT
			• Celebrate different family units
			• Celebrate positive change in society - BLM
			• What can I learn from the news?
			• How can I use my voice and freedom of speech to be a leader?
				• CVs
				• Preparation for WEX
					• Care for your mind
					  o Dealing with exam stress
					  o Coping with expectations form ourselves and others
					  o Taking time out
					• Care for your body
					  o Drugs, alcohol and tobacco
					  o Caffeine and energy drinks – link to the importance of sleep for an active mind and improved study
					  o Breathing and calmness
					• Care for your reputation – consent, contraception, abortion

HT3 February	Celebrate	Communication	Careers	Citizenship	Community
• LGBT History Month	• What is good about you? • Understanding your own strengths and weaknesses • Accepting that we are all different and this is a positive thing • The strength to say 'no' – exploitation and extremism.	• Conflict with friends and reconciliation • Conflict with family and reconciliation • Conflict in society and language of reform and reconciliation – Include abortion • Conflict caused by social media – include gangs • Conflict in the news.	• Preparing for GCSEs • GCSE options	• Why is the financial system such an important part of my life? • How does taxation work? • What is my NI contribution? • Financial planning for my future. • Am I a politically aware citizen? • My leadership opportunities	• Your place in the wider community as you consider your next steps. • Am I ready to vote? • Valuing everyone's different contributions to the community – a cleaner is as worthy and valued as a Dr • Being a proud member of the community – stand up for what you believe in and for others – BLM, LGBT, online protection, Prevent • Organ/blood donation • Terrorism and extremism.

HT4	Care	Citizenship	Charity Project	Community	Celebrate

February
• Fairtrade fortnight
March
• International Women's Day
• World Book Day
• Careers Week
April
• Autism Awareness Week
	• Who cares for you?
	• Why is it important to care for yourself? – include physical and mental care – tobacco/prescribed medication
	• Why is it important to care for others?
	• Why is it important to care for the environment around us?
	• How do we show we care?
	• Importance of immunisations
		• What is respect?
		• How do you show respect for:
		  o Yourself? - include images
		  o Friends?
		  o Family?
		  o Others in the wider community?
		  o The environment?
		• Why is respect such an important part of being a good citizen?
		• Antisocial behaviour - extremism
		• Why are we all bound by the law of the land?
		• What is a democracy?
			Students participate in the First Give programme.
			• Communication
			• Team building
			• Local community
			• Charity
			• Social issues
			• Charity
			• Enterprise
			• Leadership
				• Is society always fair?
				• How can we tackle injustice in our community?
				• Gangs & county lines
				• Prevent
				• FGM
				• Kindness Offensive
					• What does success look like?
					• Is success the same for everyone?
					• Aspirations
					• What do you look forward to celebrating in the future?
					• Financial success
					• Am I aware of bias in the news?
					• Avoiding negative influences – online, gangs, parents, partners

HT5	Citizenship	Careers	Care	Communication	

	• What is the difference between a right and a responsibility?
	• What are our rights? – focus on school/local level
	• What are our responsibilities? focus on school/local level
	• FGM
	• Responsibility online - Images/Pornography
	• Charity
	• How does the news relate to me?
		• What is a career?
		• Leadership in the workplace
			• Care for your mind
			   o Mindfulness
			   o Protecting yourself form online negativity
			   o Surrounding yourself with positive people and influences
			• Care for your body
			   o Sleep
			   o Shaving
			   o Piercings
			   o Drugs
			   o Alcohol
			   o How you view your body -BOPO
			   o Age of consent
			• Online presence – what we put on line about ourselves - sexting
			• Care for each other – peer pressure including online
				• Wider communication in society
				• Making your voices heard
				• Communication of the masses.
				• How is the news communicated local and global?
				• Extremism and radicalisation	

HT6	Careers	Care	Community	Celebrate	

June
• Windrush Day
• Young Carers Week
• Refugee Week
	• Different types of job	• Care for your mind
		  o What things in your life make you happy?
		  o How do you make time in your life to do things that make you happy?
		• Care for your body
		  o Cleaning your teeth
		  o Personal hygiene – use of deodorant etc
		  o Sleep
		  o Healthy eating
		  o Exercise
		• Care for each other – anti-bullying including cyber
		• Basic first aid
		• Immunisation cervical cancer
			• How can differences lead to conflict?
			• How can we help to resolve these conflicts?
			• Gangs
			• Being an accepting community - BAME, LGBT, religious communities, family units
			• Differences in cultural beliefs & conflict, this should include a range of issues that cause conflict in society such as:
			  o Abortion
			  o Prevent
			  o FGM
			Ensure students are aware of the law in relation to these topics.
				• Celebration of different cultures – focus on our multicultural school/society
				• LGBT
				• Celebrate our right to choice – abortion, identity etc
				• BLM – celebrate the influence of BAME on our society
				• Awareness of FGM and speaking out if you have concerns. This is not a celebration.	

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
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 concerning the raising of children, including the attributes 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 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 concerning the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
TOPIC	STUDENTS SHOULD KNOW

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 give material to others that they would not want to be shared further and not to share confidential 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 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 are 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 That there is 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 concerning 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: Letter to Parents/carers and withdrawal from sex education template

Dear Parent/Carer

As part of the school's Personal, Social and Health Education programme, your daughter/son will receive lessons on relationships, sexual health and personal safety. This takes place during Personal Development lessons. Further information can be found in the Relationship and Sex Education Policy on the school website.

The purpose of the sessions is to provide knowledge and understanding of safe and healthy relationships based on love and respect. This is to encourage the eventual development of safe and healthy relationships in later life. The session will help students to form relationships responsibly and healthily and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

Parents can withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum. If you wish to withdraw your child from the lessons on sexual health and safe relationships, please complete the attached form and return to me via email.

You are welcome to contact me to discuss the session further.

Yours sincerely,

Michelle German

Deputy Headteacher

Bullers Wood School

0208 467 2280

mgerman@bwsgirls.org

TO BE COMPLETED BY PARENTS		16	
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	