

Benjamin Britten School



Relationships and Sex Education Policy

Introduction

At Benjamin Britten School we believe that our high quality Relationships and Sex Education (RSE) will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships for our students. At Benjamin Britten School we are committed to the important role that RSE plays in our young people's holistic education and we aim to build on the RSE programmes taught in primary school. The theme of consent underpins all of our RSE lessons. We introduce pupils to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Be age appropriate and differentiated to the needs of the pupils
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBTQ+ inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Develop a culture where children and young people feel able to talk to someone about sexual harassment and sexual violence, including online, or to raise concerns about their peers.
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that people of colour, LGBTQ+ and people with disabilities are positively represented in our curriculum
- Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from **adolescence to adulthood**
- Provide pupils with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBTQ+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the dangers of pornographic material.

Statutory Requirements

As a secondary school, we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Benjamin Britten School, we teach RSE as set out in this policy.

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' became statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

See appendix 1 for further information on curriculum content.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE.
4. Parent/stakeholder consultation – parents and any interested parties were asked to complete a survey surrounding this policy and curriculum.
5. Approval – once amendments were made, the policy was shared with the governing board and they approved it.

Definition

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

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

RSE is not about the promotion of sexual activity.

Curriculum and Course Content

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Our RSE curriculum content will cover the required themes as set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers - see appendix 1 for our programme of study in each year group.

These are the five themes covered throughout our curriculum:

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE Curriculum for SEND (Special Educational Needs and Disabilities) pupils

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEND or pupils who have been identified as likely to need SEMH support with RSE will either receive the support of a Teaching Assistant during their RSE lessons or they, along with their classmates, will receive access to an adapted course of RSE which is more suited to their stage of development and understanding.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

1. Relationships & Sex Education is taught in years 7-11:
 - through timetabled Relationships and Health lessons
 - through our Well-being Programme taught weekly during registration
 - through our Life Lesson Programme taught weekly during registration
 - through weekly, themed assemblies delivered by a range of staff
 - through external experts on at least a termly basis
 - through infographics displayed around the school buildings.
2. All pupils within the school have equal access to Relationships & Sex Education. We follow a spiral curriculum through which topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
3. Identified SEND pupils will receive a differentiated RSE programme as required (outlined in the Course Content section of this policy).
4. Teachers and all those contributing to Relationships & Sex Education will work within an agreed framework as set out in this policy.
5. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The Governing Board

The governing board will hold the Headteachers to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Adam Youngman (RSE link Governor).

The Headteachers

The Headteachers are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see below section on 'Parents' Right to Withdraw).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science 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 Headteachers.

Miss A. Montgomery is responsible for overseeing the implementation of the RSE Curriculum as the RSHE Coordinator and Head of Social Sciences.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' Right to Withdraw

Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the science national curriculum. Aspects of sex education are covered in the context of learning about lifecycles and human reproduction (in science). When learning about infections and their prevention (in health education) there may be reference to sexually transmitted infections. To safeguard pupils, factual information about the law relating to, for example, rights to access sexual health services, will be provided to pupils in line with Keeping Children Safe in Education (updated annually).

Subjects which would be considered 'sex education' outside of the science curriculum include:

- Contraception, including the full range of contraceptive choices, efficacy and options available.

- Sexually transmitted infections (STIs) including transmission, prevention (including safer sex) and testing.

All other aspects of the RSHE curriculum are considered to be relationships, health and/or safeguarding and therefore, cannot be withdrawn from as these are now statutory.

Parents with concerns or considering withdrawing their child from RSE should in the first instance complete Appendix 3 (Parent Form) and hand this in to the Main Reception for the attention of Miss A. Montgomery, Head of Social Sciences. The Head of Social Sciences will liaise with the child's Head of Year, who may invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then this will be forwarded to the Designated Safeguarding Lead (DSL) and Headteachers for approval. A copy of withdrawal requests will be placed in the pupil's educational record.

Training

Teachers of RSE are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development (CPD) calendar. The Head of Social Sciences 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.

Monitoring Arrangements

The delivery of RSE is monitored and evaluated by Miss A. Montgomery (RSHE Coordinator and Head of Social Sciences) through the normal processes of departmental review that apply to all areas of the curriculum. This policy will be reviewed by Governors biannually.

Pupils' development in RSE is monitored by class teachers and their attitude to learning in RSE is reported to parents through school reports (three per year) and at annual Parents' Evenings in KS3. If parents wish to discuss their child's learning in RSE at other times, they are welcome to contact the class teacher.

This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Children and Social work act 2017
- Education Act 1996
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020.

In addition to the above, this policy has been written in accordance with other school policies, including:

- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities Policy
- Equality Information and Objectives
- Behaviour Policy
- Anti-bullying policy

It will also have due regard to the current iteration of Keeping Children Safe in Education.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

Year Group	Theme 1 – Health and Wellbeing Autumn Term	Theme 2 – Relationships Spring Term	Theme 3 – Living in the Wider World Summer Term
Year 7	Transition – Transition to secondary school and introduction to First Aid.	Building Positive Relationships – Personal identity, maintaining safe and positive friendships (including online), different types of families, different types of bullying, the impact of bullying, responsibilities of bystanders and how and where to get help.	Developing Skills and Aspirations – becoming aspirational students, the importance of self-esteem, wants and needs, resilience, budgeting and finance introduction.
	Health and puberty – Puberty recap, healthy routines, unwanted contact (consent) and FGM.		
Year 8	What factors can influence my health and the health of others? – The dangers of alcohol and vaping, what are drugs and why are they dangerous? Cancer awareness (cervical cancer), vaccinations (including HPV), and disabilities with an ASC focus.	Relationships and Sexuality – Puberty recap, different types of relationships, healthy and unhealthy relationships, domestic conflict, gender identity and sexuality, and homophobia.	Digital Literacy – Online safety, media reliability, and online grooming.
			Finance – Income and expenditure, budgeting and saving, National Insurance and tax.
Year 9	Mental Health – Growth Mindset, coping with stress, anxiety, depression, stigmas surrounding mental health and self-harm and disordered eating.	Intimate Relationships - Healthy and unhealthy relationships (sexual harassment focus) and conflict resolution, RSE including consent, conception, contraception, choices related to an unplanned pregnancy, and child sexual exploitation.	Celebrating Difference, Valuing Commonalities - The Equality Act (2010) and Protected Characteristics, Gaining and showing respect to others, Stereotypes which cause Damage, Managing my Behaviour, Characteristics of positive Relationships
Year 10	Influence and Independence – Responsible health choices (binge drinking, drugs, risk taking), County Lines, blood organ and stem cell donation, social media and self-esteem.	Issues in RSE – Teenage relationship abuse, relationships and consent, nude image sharing (revenge porn), contraception and STIs, the detrimental impact of pornography, and forced marriage.	Discrimination and violence - Racism, religious discrimination, sexism, radicalisation and extremism.
Year 11	Building for the Future and Independence – Personal safety in the wider world, fertility and reproductive health issues, gambling, self-examination, cosmetic procedures, and First Aid (CPR).	Communication within relationships - Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse, changing relationships (including loss and bereavement), marriage, and readiness for parenthood.	Next Steps – GCSE revision and study skills.

Appendix 2: Statutory Requirements

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want 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	<ul style="list-style-type: none"> • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent Form - Withdrawal from Sex Education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	