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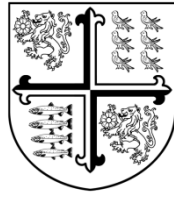
Version	Review Date	Author	Change/Notes
1.0	11/2019	Mr J Anderson, Deputy Headteacher	Document created
1.1	28/09/2020	C Lea	Version Control added
2.1	07/07/2021	Dr D Lewis	Revised to meet statutory requirements and for consultation to parent body (07.07.21)

No changes were made following the consultation in July 2021

Approvals

Date of FGB Approval	Approving Committee
11/2019	Student Experience Committee
09/2021	FGB

The latest version of this policy may be accessed through our website – Yes / No



Relationships and Sex Education (RSE)

Aims

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We hope that our provision will enable them to 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. The programme will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will 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 RSE provision is also intended to:

- provide a framework in which sensitive discussions can take place;
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies.

The RSE provision does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment.

Students should also understand the benefits of healthy relationships to their mental well-being and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental well-being.

Legal Framework

As a secondary academy school, we must provide RSE to all students. The 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 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.

All schools are required to comply with relevant requirements of the Equality Act 2010, and we pay particular regard to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We will consider the makeup of our student body, including the gender and age range of our students, and consider whether it is appropriate or necessary to put in place additional support for students with particular protected characteristics (which mean that they are potentially at greater risk). We will consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between all students, and provide an environment, which challenges perceived limits on students based on their gender or any other characteristic.

We will be particularly sensitive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Our staff will have an important role to play in modelling positive behaviours. Our pastoral and behaviour policies will support all students.

We are clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. An understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

Programme Content

Students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, we acknowledge that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same sex relationships (integrated appropriately into the RSE programme).

We recognise that there will be a range of opinions regarding RSE. Our starting principle is that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Faith, and other perspectives, on some of these issues may be considered in other subjects such as Religious Education.

Students will be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. We will address the physical and emotional damage caused by female genital mutilation (FGM). Students will be taught where to find support and 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. As well as addressing this in the context of the law, students may also need support 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 for oneself or others at risk. We will be mindful that for students who are experiencing or have experienced unhealthy or unsafe relationships at home or socially, we have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety will also be addressed. Students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will acquire a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

We recognise that some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. Our focus on healthy relationships and broader Relationships Education will help young people understand acceptable behaviours in relationships.

By the time they leave Bournemouth School, pupils will 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 and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships 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 and civil partnerships are 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; how to 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 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 behaviour, can damage the way people 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 well-being)
- 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

It is important for our students to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Methodology and Approach:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.

Students may also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The teaching methods employed are based on well-trying active learning principles such as group work. The teacher is perceived as a facilitator, the aim being to help students clarify what they know, establish reliable sources of information; explore attitudes and values; and develop skills which will allow them to understand pressures and influences in their lives. The teaching approach will be to offer balanced and factual information and to acknowledge the major moral and ethical issues involved.

The active involvement of students presumes a classroom climate conducive to trust and a feeling of being safe; ground rules of behaviour are established to enable discussion of sensitive issues to take place. Such rules may be decided by the teacher, but preferably by negotiation with the group.

There will be occasions when teachers and other professionals giving sex education have to exercise their discretion and judgement about how to deal with particularly explicit or controversial issues raised by an individual student. It may not be appropriate to deal with such issues with the

whole class, however some issues may mean that some sort of response will be required. Teachers may feel that it is necessary to talk to a student's parents before responding individually to the student's question outside the class.

In exceptional circumstances, where the teacher has reason to believe that a child may be distressed or in danger, it may be appropriate for the teacher to speak individually to the child, before consulting the parents, to clarify the basis for concerns. It would be wise for the teacher to be accompanied by another member of staff or health professional. The Headteacher should be informed of the nature of the discussion.

Issues relating to sex education may occasionally arise in different areas of the curriculum; provided that such discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily constitute part of a programme of sex education as here described. In such cases, teachers will draw upon their professional judgement and common sense, balancing the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensitivities.

Confidentiality

As in all work in personal, social and health education, confidentiality and the right to privacy should always be respected wherever possible. However, if, as above, the teacher believes a student to be at risk, the student should be warned sensitively that such information cannot remain confidential but the Designated Child Protection Officer must be informed.

Procedures for the involvement of Visitors and Health Professionals

The Headteacher and staff should ensure that any contributions by such speakers are carefully vetted to ensure consistency with the governors' overall policy, with statutory requirements and with good educational practice. Explicitness of content and presentation should be clarified, and arrangements for the presence and intervention of staff as appropriate.

Working with Parents

The school is responsive to all comments from staff, Governors, parents and students in the formulation and review of the policy and programme in this area. Both current and prospective parents are informed of the content of the policy and of how they can play a part in influencing its review.

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

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Procedures for Reviewing the Effectiveness of the Programme

Informal evaluation will be constant, in order to keep progress under review and to identify opportunities for improvement. At the end of each module of sex and relationship education, the students are required to complete an evaluation sheet, the purpose of which is:

- to provide a means of assessing student learning in three domains: attitudes and values, knowledge and understanding, personal and social skills;
- to encourage students to identify how they could have been better prepared;
- to assess student interest and motivation;
- to inform the development of teaching programmes and activities.

Teachers also evaluate:

- the management of activities and teaching processes;

- their degree of success in meeting desired objectives.

Information gained from these processes should form the basis of discussion about current practice between school staff, including management and other interested parties to help to assess the strengths and weaknesses of existing provision and to help to identify targets for future development that would further good practice

Roles and Responsibilities

The Governing Body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

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-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 headteacher.

All tutors will play a role in delivering RSE in our school.

Students

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

Monitoring and Evaluation

The Headteacher and relevant senior staff meet regularly to discuss the implementation and effectiveness of this policy. This policy will be reviewed every 3 years (as a minimum) by the Governing Body, the School having consulted with the parent body about any substantive changes.