



THE BEWDLEY SCHOOL

We fly with our own wings

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RSE

Relationships & Sex Education Policy

Adoption Date: September 2024
Person Responsible: Head of Personal Development

Definition and Delivery of RSE

- 1 For the purposes of this policy, Relationships and Sex Education (RSE) is defined as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. "(Sex Education Forum, www.sexeducationforum.org.uk)
- 2 RSE is taught within the Personal Development programme. Some aspects of RSE are taught in Science, PE, IT, Religious Education and the Tutor programme. External speakers are also used to enhance the programme.

Aims

- 3 The aims of RSE at The Bewdley School are:
 - To develop a sense of kindness, care and mutual respect for others in line with our school values.
 - To increase young peoples' self-esteem and self-respect in line with the school's values.
 - To dispel myths and increase understanding and provide accurate information about relationships and sexual health issues.
 - To create a positive culture around issues of relationships and sexuality, helping young people to develop healthier behaviours and lifestyle choices.
 - To develop personal, social and emotional skills relevant to all relationships e.g. communication, risk assessment and management, managing relationships, decision making, assertiveness, conflict management, helping others, seeking help and accessing and using services.

Policy Development

- 4 This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:
 - Review of current policy.
 - Staff consultation – all school staff given the opportunity to look at the policy and make recommendations.
 - Alignment of the policy in relation to DFE RSE guidelines February 2019
 - Ratification – once amendments made, the policy is shared with governors and ratified.
 - Parent/carer consultation – parents and carers have an opportunity to look at the policy, the overview of the programme, and an example of teaching materials through the school's website.

Values and Inclusivity

- 5 The RSE programme is planned to provide students with the knowledge they need to play a full part in society as responsible citizens, equipping them for a safe and happy future. There is due regard to the values of family life, within the context of a diverse and inclusive society.

- 6 The programme is progressive and designed for age-appropriate teaching. Teachers will also be aware of the physical and emotional maturity of their classes, and the special educational needs and disabilities of their students. Teachers will be supported to differentiate their teaching as appropriate.
- 7 The teaching of RSE supports the wider Personal Development curriculum in helping to foster students' emotional and physical wellbeing, and development of character that are fundamental to students being happy, successful and productive members of society. Central to this is the ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.
- 8 Up to date, correct information, based upon the age, maturity and needs of groups and individuals must be used to enable children and young people to stay safe and make informed choices and decisions.

Key Principles

Respect

- 9 Negotiated ground-rules will ensure that the climate for learning is respectful of individuals/groups and their opinions, beliefs and choices.

Choice

- 10 All individuals have a right to choose (e.g. different relationships, a right to delay sexual activity).
- 11 RSE will explore attitudes and values and develop skills that will enable children and young people to use their knowledge and understanding to make informed choices.
- 12 All choices carry responsibilities and consequences.

Caring

- 13 Fulfilling relationships are based upon love, care, empathy and mutual respect.
- 14 Questions will be responded to with care, attention and thought.
- 15 In caring for our students, networks of support inside and outside of school are clearly identified and the information is readily available at all times.

Rights and Responsibilities

- 16 Students will be taught about the laws in relation to all aspects of RSE.
- 17 All students have the right to be given up to date, correct information in response to any questions that they may ask.
- 18 We all have the responsibility to keep others, and ourselves physically and emotionally safe within our relationships.

Safety and Trust

- 19 RSE will always be delivered within a safe learning environment, underpinned by negotiated ground-rules.

- 20 Safety of oneself and others within relationships will always be promoted, including safe sexual practice and assessment and management of risk.
- 21 An emphasis upon feelings/emotions of oneself and others is integral to learning about fulfilling relationships and sex.
- 22 Students will be given opportunities to consider people they can trust to give them support (e.g. parents, staff, and young people's health clinics).
- 23 School staff (including the First Aid staff) can never guarantee confidentiality and may have to refer issues where students are at risk (see School Safeguarding Children's Policy including Child protection).
- 24 A school nurse (employed by Worcestershire NHS Trust) can offer confidentiality to students on a one-to-one basis.

Confidentiality

- 25 All schools are required by the Education and Inspections Act 2006 to 'promote the well-being of students at the school'. We are committed to the well-being of our students therefore actively signpost confidential support services that can be accessed by our students.
- 26 In the classroom, the aim is to strike a balance between helping students to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare.
- 27 Effective teaching and learning in Personal Development/RSE actively encourages students to share thoughts and voice opinions, so it is important to establish boundaries and clarify with students at the outset what will happen to any personal information they might disclose in the classroom.

Within school, the following protocols must be followed:

- Staff should never promise unconditional or absolute confidentiality.
- Ground rules should be agreed in the classroom to support a safe learning environment.
- It should be made explicit to students that staff have a duty to protect young people from serious harm. In such circumstances, staff will need to talk to another external professional about a disclosure. In the first instance, names should not be shared with external professionals in order to maintain confidentiality.
- Young people will always be informed of the intention/requirement to share this information and their consent will be sought where appropriate.
- Sharing information without consent is only recommended if it is in the child's best interests to do so and there is a clear risk of significant harm to the young person or to others.' Working Together to Safeguard Children (2018).
- All sexual activity involving any student must be reported to the Designated Safeguarding Lead (DSL) for Child Protection who will fully document discussions, including detailed reasons where a decision is made not to share information.

- There is no legal requirement to report sexual activity between 13-15 year olds. Although the age of consent remains at 16, the Sexual Offences Act 2003 was never intended to criminalise sexual activity between consenting young people of this age.
- All disclosures of sexual activity involving students under the age of 16 must be discussed with the DSL for Child Protection. Discussion with the DSL and subsequent action may be appropriate if staff suspect significant harm or the risk of serious harm if students are aged 16 or over.
- It is an offence for a person to have a sexual relationship with a student if they hold a position of trust or authority in relationship to them.

Topics Covered

Key Stage 3

Units Taught	Topics that may be discussed
Puberty and Menstrual Wellbeing	Body dysmorphia
Healthy and Unhealthy relationships and Body autonomy	FGM, Under age consent, Masturbation, Genitalia
Equality, Stereotypes and Gender identity	Sexuality, Gender identity
Sex and contraception	Emergency contraception, Sex
Consent and STIs	Rape, Paedophilia
Managing sexual relationships	Pornography, stalking, grooming, body positivity

Key Stage 4

Topics addressed within the taught programme	Topics that may be discussed
Consent	Rape
Physical and sexual relationships	Paedophilia, Domestic abuse and coercive control
Contraception and STIs	Emergency contraception
Pornography	Body positivity
Parenting	Teenage parents
Sexuality & Gender	Homophobia, Transphobia, Gender dysphoria
Child Sexual Exploitation	Grooming
Pregnancy & abortion	Under age sex
Loss and change, e.g. divorce, bereavement	Suicide
Marriage	Forced marriage

29 In order to create a safe space for discussion staff should make use of:

- Ground rules.
- Our moral and values framework.
- Anonymous question boxes.
- Distancing techniques e.g. create a character, story boarding.
- Specialist support where appropriate e.g. school nurse, Theatre in Health Education.
- Regular CPD opportunities to attend and to discuss issues openly.

Answering difficult questions

30 In answering questions, all staff must respond within the agreed values framework as outlined above. Ground rules, negotiated and agreed with students at the outset, should ensure that a climate of trust is created with clear boundaries, ensuring that neither staff nor students ask personal questions.

Bullying and homophobic/Transgender bullying

31 Bullying is taken seriously at The Bewdley School and our approach to dealing with this is detailed in our Anti-bullying policy. Evidence of homophobic/transgender bullying suggests that young people who are, or who are perceived to be gay, lesbian or transgender face a higher risk of victimisation than their peers. It is also the form of bullying that is least likely to be self-reported. We have a legal duty to ensure that homophobic bullying is dealt with (Education and Inspections Act 2006).

32 The Bewdley School will not tolerate the use of homophobic language by adults or young people, and will invoke anti-bullying procedures appropriately to promote equalities and diversity.

Use of outside agencies

33 Delivery of formal RSE is the responsibility of the RSE teachers and other staff through the Personal Development programme. However, we recognise that it is good practice to include outside agencies in the delivery where appropriate. The Bewdley School frequently uses the services of professional partners e.g. NHS Worcestershire.

34 Any supporting agencies deemed appropriate by the Personal Development team must:

- work within the school's RSE policy at all times, including our school values, safeguarding policy and confidentiality protocols.
- work in partnership with school staff, using a partnership agreement .
- add significantly to the learning experience for our students e.g. specialist health knowledge.

Parental Right to withdraw

- 35 Parents have the right to withdraw their children from aspects of sex education that go beyond statutory National Curriculum orders for Science, up to and until three terms before the child turns 16. Parental views and rights will always be respected. Any parents who wish to discuss the possibility of withdrawal from RSE are asked, in the first instance, to contact the Deputy Headteacher.
- 36 Where students are withdrawn from planned RSE, they will be accommodated in an alternative venue. However, they may not be withdrawn from other lessons or areas of school life where discussion around relationships and sex education could arise spontaneously.

Link to policy and guidance

- 37 This policy has been drawn up with reference to:
- DfE Sex and Relationship Statutory Education Guidance.
 - Equalities Act (2010).
 - SEN Code of Practice 0 – 25 years.
 - PSHE Association Website.
 - Working Together to Safeguard Children.
 - The Bewdley School Child Protection and Safeguarding Policy.
 - The Bewdley School Behaviour Policy.
 - The Bewdley School Anti-Bullying Policy.
 - The Bewdley School SEND Policy.

Learning

- 38 Our curriculum for Personal Development has planned RSE learning opportunities. Clear objectives and outcomes are identified to secure the development of personal skills, knowledge and understanding and the exploration of attitudes and values pertinent to RSE.
- 39 Other subjects, along with the pastoral system, The Bewdley Values and the positive ethos of the school, make a valuable contribution to the learning of our students. The more specific contribution of subjects across the curriculum, has been mapped across the Personal Development programme so that the wider contribution, particularly to Health and Relationships aspects of the programme, is recognised.

Roles and Responsibilities / Monitoring and Evaluation

- 40 Putting this policy into practice is the responsibility of all members of The Bewdley School community in their daily contact with students. The governing body, as well as the Headteacher, have ultimate responsibility for ensuring that the policy is adhered to. Supported by the Heads of Year and the Senior Leadership Team, this is to be achieved through form time monitoring, focussed discussions with staff and with students and assessment strategies. Subsequently, this will feed into the planning cycle to enhance provision and to meet the needs of young people.

Resources

- 41 Resources are clearly identified within schemes of work. Those that are selected should be in line with our moral and values framework, up to date and non-discriminatory. The curriculum is mapped against the PSHCE Association Programme of Study Objectives.