



Policy

Policy title:	Relationships and Sex Education policy (RSE)
Function:	For information and guidance about Relationship and sex education at The Blue Coat School. This document forms part of the portfolio of policies designed to inform students and parents and the general public.
Status:	Approved
Statutory guidance:	Children and Social work act 2017. Education Act 1996. Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2021
Audience:	Students, Parents, Senior Leadership team, Trustees, Local Authority, General public
Ownership:	Trustee Board, Headteacher, Deputy Headteacher (PDBA)
Last reviewed:	February 2022
Reviewed by:	Headteacher
Next review:	February 2023

Contents

1. Aims.....	4
2. Statutory requirements	4
3. Policy development	4
4. Definition.....	4
5. Curriculum.....	5
6. Delivery of RSE.....	5
7. Roles and responsibilities	5
8. Parents’ right to withdraw.....	6
9. Training.....	6
10. Monitoring arrangements	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of secondary school, students should know ...	12
Appendix 3: Parent form: withdrawal from sex education	15

Aims and objectives

At the Blue Coat School our vision is simple. All that we do is focused on developing exceptionally well-rounded individuals with the skills to thrive and positively contribute in a rapidly changing society.

This is underpinned by our unrelenting focus on:

Inspiring excellence

Excellence is not something that is simply achieved. It is something that we always strive for so that we can continually create opportunity and enhance the life chances of talented young people from broad and diverse backgrounds. The best is not, however, always the easiest. Our staff and learners will be resilient, and able to overcome barriers and challenges to ensure that potential is unlocked.

Shaping character

Our learners leave us not just knowing how to do things, but how to do things in the right way for the right reasons. That is why humility and integrity are the key pillars of our community, and the basis for how we treat one another. They ensure we have a culture where individuals are treated with care and compassionate respectfulness.

Forging futures

Every member of our community will leave us embracing their strengths and with ambition and aspiration as to how they can contribute positively to the modern world they are entering. Our students will become the leaders of tomorrow.

By extension, our values, approach and ethos are embodied in, and implemented through, our policies and procedures. They are the framework to support all that we do and achieve.

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 sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Ensure pupils learn about the laws surrounding sex, sexuality, sexual health and gender identity

RSE at The Blue Coat School is taught in line with our school motto Non Sibi Sed Omnibus; Not for Oneself but for All, focusing on respecting and valuing each other.

2. Statutory requirements

As a secondary academy school, we must provide RSE to all students 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 The Blue Coat School we teach RSE as set out in this policy.

3. Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
- Student consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with Trustees and ratified

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 sharing information, and the exploration of issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, however it is reviewed and updated on an ongoing basis.

We have developed the curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic education curriculum, otherwise known as Personal Development. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in our Religious Studies curriculum (RS).

Students also receive stand-alone sex education sessions delivered by a trained health professional, as well as assemblies and talks which focus on RSE.

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 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).

7. Roles and responsibilities

7.1 The Trustee Board

The Trustee Board will approve the RSE policy, and hold the Headteacher and Deputy Headteacher to account for its implementation.

7.2 The Headteacher/Deputy Headteacher

The Headteacher & Deputy Headteacher are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-science 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 student 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 Headteacher/Deputy Headteacher. RSE is usually taught by teachers with responsibility for teaching Personal Development, overseen by the Head of Department.

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science 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 using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

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

9. Training

Staff training on RSE is included in our continuing professional development calendar.

The Head of Personal Development regularly undertakes CPD training and shares any relevant information and/or resources with all Personal Development teachers

The Headteacher 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 delivery of RSE is monitored by the Deputy Head through curriculum evaluation and quality assurance procedures which include lesson evaluations and student voice.

Students' development in RSE is monitored by form tutors and Key Stage Leaders as part of our internal review systems.

This policy will be reviewed by the Deputy Head every three years. At every review, the policy will be approved by the Trustee Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	1	<ul style="list-style-type: none"> • Students are introduced to PD at The Blue Coat School and consider their own personal identity. • Students discuss the importance of good friendships and why bullying and harassment are unacceptable. • Students consider why stereotypes and prejudice are problematic.
	2	<ul style="list-style-type: none"> • Students plan and deliver group presentations about healthy living. • Linking to KS3 Biology, students consider changes experienced during puberty.
Year 8	2	<ul style="list-style-type: none"> • Linking to stress and anxiety (y7) students consider how they can effectively manage time and pressure. • Students define 'mental health' and discuss ways to look after their mental health.
	3	<ul style="list-style-type: none"> • Linking back to puberty (y7) students discuss the importance of good hygiene. • Students consider how social media can impact the way they feel about themselves and the impact of cyber bullying. • Students are introduced to the dangers of alcohol, drugs and smoking and develop their ability to resist peer pressure. • Students discuss gender and sexuality. • Students discuss how they can be more respectful in their relationships. • Students discuss the dangers of sexting and are introduced to the concept of grooming. They are signposted towards support. • Students are given factual information about FGM and again, are signposted towards support.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	2	<ul style="list-style-type: none"> • Students begin by reflecting on who they are and how this impacts relationships. • They revisit themes from y8, discussing assumptions about gender and sexuality. • Students contrast 'healthy' and 'unhealthy' relationships and consider the importance of positive relationships to mental wellbeing. • Students are introduced to consent and discuss its importance. • Students discuss the risks associated with sex, and how these risks can be minimised. • Finally, students discuss marriage and family life.
	3	<ul style="list-style-type: none"> • Students are provided with the facts and science surrounding vaccinations.
Year 10	1	<ul style="list-style-type: none"> • Students discuss the importance of celebrating diversity. • Students analyse gender stereotypes and consider why they can be problematic. • Building on themes from years 7 and 8, students study mental health and develop further strategies to boost their mental health & well being. • Students learn about Child Sexual Exploitation and are signposted towards support.
	3	<ul style="list-style-type: none"> • Students discuss the importance of a healthy diet in relation to specific health risks. • Students are introduced to the importance of self-examination and screening. • Students debate issues surrounding organ donation. • Students are introduced to the key principles of first aid. • Students learn about different STIs and how they can be prevented, with a focus on HIV. • Students discuss the implications of teenage pregnancy and assess the pros and cons of different methods of contraception.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	1	<ul style="list-style-type: none"> Linking back to mental health lessons from across key stages 3 and 4, students consider how to effectively manage pressure and time as they move towards their GCSEs.
	2	<ul style="list-style-type: none"> Building on themes from previous years, students re-visit consent and how they can encourage healthy relationships Re-visiting themes from y8, students discuss the risks and laws associated with alcohol, drugs and smoking.
Year 12	1	<ul style="list-style-type: none"> Students discuss how they can look after their mental health and consider the importance of sleep. Students gain an awareness of suicide and how to discuss the issue sensitively. Students challenge myths about carrying a knife and how they can manage the risks associated with knife crime. Students discuss the pros and cons of learning to drive and practice driving theory. They consider the implications of drink and drug driving.
	2	<ul style="list-style-type: none"> Students calculate the number of units in different alcoholic drinks. They discuss the laws surrounding alcohol and smoking above and below the age of 18 and are given factual information about what to do if something goes wrong. Using information from FRANK, students are introduced to different types of drug and discuss why people may choose to take them. Using information from FRANK and the NHS students consider the legal and health implications of taking illegal drugs.
	3	<ul style="list-style-type: none"> Students re-cap consent and complete a table to determine the 'best' type of contraception. Students watch an NHS video about STIs before considering symptoms of STIs and how they are transmitted. Students discuss STI prevention and are signposted towards support and guidance for RSE issues. Students consider what could go wrong when travelling abroad as a young adult. They consider how risks can be minimised and are signposted towards help and guidance.
Year 13	1	<ul style="list-style-type: none"> Students discuss the causes and impacts of feelings of low confidence surrounding body image. They consider how body confidence and self-esteem can be built. Students are introduced to the laws surrounding pornography and bust myths which pornography may tell us. Students consider the implications of revenge porn. Students learn to identify types of domestic abuse and are signposted towards guidance and support. Students identify between forced and arranged marriage and consider the issue of honour-based violence. They are signposted towards support and guidance.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	3	<ul style="list-style-type: none">• Students consider why University can be a challenging time for mental health, focusing on the impacts of alcohol and drugs.• Students develop 'tips' to look after their mental health when away from home.• Students define sexual harassment and assault, and learn that it is never acceptable and should always be reported.• They watch a documentary to help them to identify sexual harassment and discuss related issues.

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

TOPIC	STUDENTS 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	STUDENTS 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	STUDENTS 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	
Staff signature	