



Beckmead College

Relationships and Sex Education Policy



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Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	4
6. Delivery of RSE	5
7. Roles and responsibilities	6
8. Parents' right to withdraw	7
9. Training	7
10. Monitoring arrangements	7
Appendix 1: Curriculum map	9
Appendix 2: By the end of primary school pupils should know	10
Appendix 2: By the end of secondary school pupils should know	12
Appendix 3: Parent form: withdrawal from sex education within RSE	16

1. Aims

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

- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships, keeping in mind the impact of social media on these areas of development
- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a Multi Academy Trust we must provide relationships education to all pupils in primary and secondary age settings as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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](#).

The world has changed enormously since the last time the curriculum was reviewed and we need to ensure that our children have the skills and knowledge they need to develop into happy and healthy adults. At Beckmead Trust schools, we are delivering a curriculum in line with the legal requirements including the Equality Act (2010). This is particularly important when we consider the impact that the internet has on children and their behaviour.

Please refer to our funding agreement and articles of association for further information.

3. 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

We define **Relationships education** as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults.

Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns, how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Learning will reflect the fact that families can take many forms, and will be sensitive to the varied backgrounds that children may come from and the lifestyles they may have (for instance if they are in foster care or are young carers). Teachers will take care that children are not stigmatised due to their home circumstances. Teaching areas in secondary schools will include stable relationships and successful parenting.

Children will also learn about the differences between appropriate and inappropriate or unsafe relationships, whether this is physical or online. This is a foundation for learning about consent, which will take place at secondary school. Children will learn about positive emotional wellbeing, as well as how to recognise when they are at risk or abuse and exploitation. In secondary schools the focus will be on respectful and equal relationships, understanding of stereotypes and bullying, and how to get help. The topics of how criminal behaviour in relationships, sexual harassment and violence and how these are unacceptable will be included. We will ensure that children know how to seek help if they feel they need to.

Relationships education will reflect the way that many children spend time online and will cover online risks. Primary age children will learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people.

Health education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Children will learn how physical and emotional health are linked and can affect each other.

Children will learn about ways to develop their self-control and their abilities to make decisions. They will be taught about ways to respond positively to setbacks or challenges. They will also be helped to overcome prejudice and stigma around health issues, especially those connected with mental health.

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. In secondary schools children will be taught about the impact of viewing harmful and explicit material and how data can be generated and used online. They will be taught about laws and

consequences of different types of harmful and abusive sexual behaviour within relationships.

5. Curriculum

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary and secondary age pupil. It is not statutory to deliver sex education outside of the science curriculum at primary level, but the DfE recommends that all primary schools should have a sex education programme in place, which we are in agreement with. Our sex education programme will include basic scientific facts from the science curriculum about how humans and other animals grow and reproduce.

In secondary schools within the broader framework of relationships education there is a requirement to teach a sex education programme which includes intimate and sexual relationships, including sexual health.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, health and sex curriculum for all our pupils. This policy sets out the framework for our relationships, health and sex curriculum, providing clarity on how it is informed, organised and delivered.

Themes will be taught at the discretion of the class teacher, taking into due consideration of the individual pupils' needs and emotional intelligence. School staff will discuss sensitive topics with parents and work closely with the families with the children being at the core of the discussion.

Each School within the Beckmead Trust will use this policy for SRE and will include the school specific curriculum in Appendix 1. In Appendix 2 and 3 there is also a clear outline of what pupils are expected to know in primary school and in secondary school.

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 don't seek answers online

6. Delivery of RSE

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 (RE). In exceptional circumstances delivery of specific sex education topics, outside of the relationships and health education and outside of the

science lessons, may be added to the curriculum to address relevant concerns about pupils' understanding of this topic. If any curriculum changes of this kind are required, parents will be informed and their consent obtained before the lessons take place. They will also have the right to withdraw their children from these non-statutory/non-science components.

Secondary age pupils also receive stand-alone sex education sessions delivered by a trained health professional, which are relevant to their local context or specific issues faced by the group.

Relationships education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE primary curriculum, see Appendices 1 and 2.

RSE in secondary schools 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 secondary 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).

Terminology – parts of the body

As a Beckmead Trust approach, staff will use the correct name for the human body during RSE lessons. This supports safeguarding of children who have communication difficulties as it supports children to accurately describe any worries or problems they may be experiencing, and to be able to make clear to adults what is happening.

There have been occasions where a child's disclosure of abuse has been disbelieved on the grounds that they are too young to know the names for genitalia. If children are routinely taught these names at school, they are more likely to get the help they need if they report abuse or health problems.

Children should be taught that whilst it is fine to use different words at home, at school the correct names will be used. This will be reflected in the class working agreement.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher of each school within the Trust to account for its implementation.

7.2 The headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory/non-science components of RSE (see section 8). The quality of the provision will be evaluated regularly.

The Head of school will:

- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Ensure that teaching staff are trained in teaching this area
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

7.3 Staff

Staff are responsible for:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements

- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they deliver this subject in a sensitive way and do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection Policy.
- Monitoring progress
- Responding appropriately to pupils whose parents wish them to be withdrawn from any additional non-statutory, 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.
- Each class teacher and tutor group leader will be responsible for teaching RSE in each school. In the secondary and college elements there is also a PSHE co-ordinator who will have overview of what is being taught in their school.

7.4 Pupils and Parents

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

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education.
- Communicate openly and constructively with school staff regarding relationships, health and sex education.
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education.

8. Parents' right to withdraw

In primary schools parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education if applicable.

In secondary schools, parents have the right to withdraw their children from the non-statutory/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 pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9. Training

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

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

Although each school has its own policy on assessment and monitoring, as RSE is a discursive and possibly sensitive subject, which focuses on personal ideas and opinions, it is helpful to have a range of qualitative assessment mechanisms available for use when checking pupils' understanding of issues being taught.

- Exam boards portfolios/**course work** for PSHE, ASDAN qualifications where applicable.
- **Draw and Talk:** with this technique, children are asked to draw a picture and caption it. The picture illustrates their learning or current level of knowledge.
- **Peer assessment:** Children are given the chance to reflect on their own and each other's learning. These are then answered by children in pairs or small groups, in relation to the work they have just carried out.
- **Teacher review/observation:** Many of the activities in the curriculum are based on discussion, role play and other practical techniques which will give teachers a good opportunity to see children's interaction with the subject matter. Teachers will also be able to see the work produced in activities which involve the children in creating art work, writing letters and so forth.

- **Question or worry boxes:** children can anonymously leave written queries. These can be a good indicator of levels of understanding or of issues about which the children are uncertain or worried
- **Before and after questionnaires/surveys:** These can be used to gain a quantitative indication of learning. In RSE they are best used for the more factual elements, such as checking children's understanding of puberty or online safety. Children are asked to complete a questionnaire before the lesson and then again afterwards, allowing teachers to check both prior knowledge and the level of understanding that has been achieved.
- **Group agreements:** At the start of every year, Teachers will develop a group agreement within the class. This can be shared with the parents. The group agreement sets out the expectations of both staff and children during RSE lessons. The agreement will be revisited at the start of every RSE lesson.

This policy will be reviewed by each Head of School annually. At every review, the policy will be approved by the head teacher and the governing board.

Appendix 1: Curriculum map

This will be school specific.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p>

	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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 those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>

	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p>

	<p>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</p>
<p>Respectful relationships, including friendships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
<p>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p>

	<p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p>

	<p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>
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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	