



**Brook Green**  
**CENTRE FOR LEARNING**

# **Relationships and Sex Education (RSE) Policy**

**V3**

**DRAFT**

## Rationale

From September 2020, all schools must have in place a written policy for Relationships and Sex Education (RSE). This policy sets out the framework for Relationships and Sex Education at Brook Green Centre for Learning, providing clarity on how our RSE curriculum is informed, organised and delivered.

At **Brook Green Centre for Learning**, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of Relationship, Sex and Health Education (RSHE) can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate/cognitive understanding of these subjects and especially ensuring their own personal safety.

This policy was reviewed and developed in response to the following guidance:

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance specifically the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social work Act 2017. These regulations state secondary students must be taught Relationship Sex and Health Education (RSHE). The new subjects of RSHE must be taught in maintained schools this includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a student is to be excused from RSE. (this section is from Annexe A of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance)

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy and Procedures
- Behaviour and Relationships Policy
- SEN Policy
- Equality Policy
- Online Safety Policy
- IT Systems and Acceptable Use Policy

## Aims and Intent

At Brook Green Centre for Learning, our over-arching aims for RSE are as follows:

- To deliver high-quality, age-appropriate (taking into consideration cognitive understanding and ability) RSE lessons as part of our overall planned school curriculum and ethos
- To fulfil our legal obligations related to RSE, whilst taking account of parental views
- To ensure students are provided with accurate information from reliable sources
- To use a range of appropriate resources matched to the strengths and needs of individual students
- To provide students with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions

- To encourage students to remember what they learn to support their ongoing preparation for the future

In order to achieve our aims, we will plan and teach the RSE content set out by the DfE and provided in **Appendix 1** of this policy.

### **Legal Obligations**

The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020.

Relationships Education is now compulsory for all students receiving primary education and Relationships and Sex Education (RSE) is now compulsory for all students receiving secondary education.

The focus of Relationships Education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The aim of Relationships and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It is important to note that primary schools have the option to decide whether or not students are taught 'Sex Education'.

For further clarity, please see **Appendix 2** of this policy for an overview of the compulsory aspects of RSE at the different stages of education as set out by the DfE.

### **Parent and Carer Engagement**

At Brook Green Centre for Learning, we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents and carers in the development of their child's understanding about relationships, sex and health.

From September 2020, the law requires schools to consult with parents and carers on their RSE policy. Consultation must be carried out when the policy is formed and subsequently whenever it is updated.

At Brook Green Centre for Learning, we will notify parents/carers each September when the policy has been reviewed, updated and uploaded to the school website and we will provide a window of opportunity for all parents and carers to respond with their views. The final version of the policy will then be available on the school website from October onwards for reference.

We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSE curriculum by providing:

- Notification of when RSE topics are to be taught and a summary of the content to be covered
- Opportunities to view and discuss examples of RSE teaching and learning resources
- Information about parents' right to withdraw their child from non-statutory elements of RSE

Parents/carers of new students will be provided with all of the above information at the point of admission, regardless of the time of year they join the school.

We understand that parents and carers may have concerns about some aspects of RSE and all views will be listened to and carefully considered. However, the school will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as the needs of our students.

Parents/carers will be provided with opportunities to find out about the progress of their children in RSE related topics; for example, as part of Annual Reviews of EHCPs and during parents' evenings.

## Right to Withdraw

RSE is an important part of our curriculum and it is hoped that all students will participate in all aspects of these lessons. However, the school acknowledges the legal rights of parents/carers as described below:

From September 2020, parents of both primary and secondary-aged students ***will not*** be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents of secondary-aged students ***will not*** be able to withdraw their child from any aspect of the National Curriculum for Science, whose topics include reproduction in humans and plants, hormones in reproduction, hormone and non-hormone methods of contraception communicable diseases including sexually transmitted infections in humans.

Parents ***will*** be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education (other than those as listed above) up to and until three terms before the age of 16.

In line with the statutory guidance, where students are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

In line with the statutory guidance, if any secondary-aged student wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the student with Sex Education during one of the three terms before the age of 16.

## Roles and Responsibilities

At Brook Green Centre for Learning, the Headteacher, assumes overall responsibility for ensuring that the organisation and delivery of RSE lessons are carried out by staff who have an appropriate level of expertise and knowledge and that all students make progress in achieving the expected outcomes. The Headteacher is also responsible for managing any requests to withdraw students from non-statutory sex education lessons and organising alternative appropriate education.

The PSHE and Citizenship Lead, is responsible for ensuring that RSE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. With the support of the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for ensuring that RSE is taught consistently well across the school and is suitably resourced. This may include liaising with and supporting other staff members/external professionals who deliver some/all of the RSE lessons at our school. The PSHE and Citizenship Lead is expected to work closely with the Designated Safeguarding Lead (DSL) as well as colleagues in related curriculum areas to ensure the curriculum is suitable for individual students and complements content covered in National Curriculum subjects.

Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support and advice wherever necessary to ensure that teaching continues to be well-prepared and of a high standard at all times.

The governing body will ensure that the school complies with the provisions of this policy and that legal obligations as related to RSE are fulfilled. Our named Governor is xxxxx

## Implementation (Organisation and Delivery)

Effective RSE does not encourage or promote sexual experimentation. At Brook Green Centre for Learning, RSE is carefully planned and delivered primarily through our PSHE and Citizenship curriculum. PSHE/Citizenship lessons are given a high priority and are timetabled every week for all Key Stages. Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, giving full consideration to the timing of this as related to the age and emotional maturity of our students. Additional teaching may also take place within assemblies, Science lessons, collapsed RE days

and other areas of the curriculum, but these will be part of our carefully planned approach to RSE and not simply an 'add-on'.

Through effective organisation and delivery of RSE, we ensure that:

- RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes will allow students to raise issues or ask questions which they may find embarrassing to bring up in front of the rest of the class.
- Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Ground rules will be developed and shared with students as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.
- Core knowledge is sectioned into units of a manageable size.
- Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum proactively addresses issues in a timely way in line with current evidence on students' development as well as their age.
- Groupings will be carefully considered by teachers and senior leaders (including the Designated Safeguarding Lead as appropriate) - some classes may be taught in gender-specific groups, on a one to one basis or within a whole class setting - dependent on the nature of the topic being delivered at the time, the cultural, religious or personal background of students, their age and SEND.
- All resources will be selected carefully – inappropriate/illegal images and videos will not be used in any circumstances and all related school policies will be followed.
- Care will be taken to ensure that there is no stigmatisation of any student based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. children in care or young carers.
- There is an awareness that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.
- There is a balance between teaching students about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.
- It must be recognised that young people may be discovering or understanding their sexual orientation or gender identity and all students should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.
- Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.
- There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.
- Steps will be taken to foster healthy and respectful peer-to-peer communication and provide an environment which challenges perceived limits on students based on their gender or any other protected characteristic.
- There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment, with positive action taken to build a school culture within which these are not tolerated.
- Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental PSHE programme.

## **Working with other professionals**

Working with external agencies can sometimes enhance our delivery of RSE, bringing in specialist knowledge and different ways of engaging students. Examples might include a School Nurse or a representative from the NSPCC Speak Out/Stay Safe Programme. The school would only use visitors to enhance teaching provided by our school staff, not to replace it. Staff employed by the school will be present during any RSE session delivered by an external visitor commissioned by the school. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Safeguarding and Child Protection Policy and Procedures.

Where external experts are invited to assist from time-to-time with the delivery of RSE, they will be expected to comply with the provisions of this policy. In line with the usual procedures and policies of our school, we will check the credentials of all external agencies and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this policy. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is age-appropriate and accessible for all students. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.

Where a student has involvement from specialist external agencies, discussions between those agencies and appropriate senior staff in school, including the school's Designated Safeguarding Lead (DSL), are important in order to ensure that RSE lessons are delivered in a way that is most appropriate for the individual child.

## **Safeguarding and confidentiality**

At Brook Green Centre for Learning, there is a focus on keeping our students safe, and the RSE curriculum plays an important role in our preventative education. All students are taught about keeping themselves safe, including how to stay safe online, as part of our over-arching curriculum.

The PSHE and Citizenship Lead will liaise with the school's Designated Safeguarding Lead (DSL) in anything that is safeguarding-related within the context of RSE. The DSL is likely to have knowledge of trusted, high quality local resources that could be engaged, as well as knowledge of any particular local issues which may be appropriate to address in lessons. The DSL will liaise with the PSHE and Citizenship Lead about the circumstances of individual students if felt to be required and additional professional advice will be sought if needed as related to those students.

Our good practice allows students to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to increased safeguarding reports. The school's Safeguarding and Child Protection Policy and Procedures must be adhered to at all times and without exception, concerns or disclosures made within or as a result of RSE lessons must be shared with the DSL. Students are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## **Managing difficult questions**

Students may ask their teachers or other adults questions pertaining to sex or sexuality. Given ease of access to the internet, students whose questions go unanswered may turn to inappropriate sources of information. At Brook Green Centre for Learning, the PSHE and Citizenship Lead will provide advice on the type of questions which are appropriate and inappropriate to ask and answer within a whole-class setting and the use of Ground Rules with students will support this process. Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question will be answered at the time. They may decide to explain to a student that their question will be returned to at a later time and they may decide to discuss possible responses to questions with a parent/carer, the PSHE and Citizenship Lead, the DSL or a member of the Senior Leadership Team. Answers to questions may then be followed-up with individuals, small groups or a whole class as deemed to be appropriate.

## **Impact and Assessment**

The school has the same high expectations of the quality of students' work in RSE as for other curriculum areas. Our curriculum builds on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.

Learning is assessed and assessments are used to identify where students need extra support, intervention or additional challenge. Whilst there is no formal examined assessment for RSE, teachers will assess all outcomes to capture progress. Strategies include assessment using the Departments own assessment stages system, as well as additional tests/quizzes, self/peer evaluations, use of structured questioning, mind-maps, presentations/role-play will help gauge the level of understanding.

## **Monitoring and Evaluation**

The Senior Leadership Team is responsible for monitoring the quality of teaching and learning in RSE.

The quality of RSE provision is also subject to regular and effective self-evaluation. Information to be taken into account includes feedback from lesson visits and learning walks, planning and work scrutiny, student and parent feedback and student progress.

Other factors to be considered as part of this process are outlined below:

- Is the curriculum effectively managed and are staff teaching RSE suitably skilled and knowledgeable?
- Does the RSE curriculum reflect national guidance, local priorities and students' needs?
- Are all students being taught the curriculum as intended?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Are the RSE resources used suitable and accessible?

## **Policy Review**

This policy will be reviewed by the PSHE and Citizenship Lead on an annual basis. As described earlier in this policy, parents and carers will be consulted about the policy and will have an opportunity to share their views. The policy will be available on the school's website and all stakeholders will be notified of any changes.

The next scheduled review date for this policy is September 2025

## **APPENDIX 1**

The school's curriculum is planned so that the key content is taught at the appropriate time for each student. The key content is outlined below and is in line with the ***DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education, what secondary students should 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 is, including its 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 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)
- 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, the management of conflict and 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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 wouldn't 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**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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 wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause.
- 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment.

## **APPENDIX 2**

Please see below an overview of the compulsory aspects (as set out by the DfE) of RSE, within the different stages of education.

	<b>KS3</b>	<b>KS4</b>
<b>Relationship education</b>	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
<b>PSHE - Health education</b>	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
<b>Science - reproduction education</b>	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
<b>Sex education (beyond the compulsory Health and Science aspects of the curriculum)</b>	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16 <sup>th</sup> birthday

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