



CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Relationships and Sex Education Policy

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Contents

Contents

1. Moral and Values Framework	2
2. Aims	3
3. Statutory requirements	3
4. Involvement of parents, students and staff.....	3
5. Definition.....	3
6. Why should RSE be taught?	4
7. Curriculum	4
8. Delivery of RSE	4
9. Roles and responsibilities	6
10. Parents' Right to Withdraw	6
11. Training.....	6
12. Monitoring arrangements.....	7
13. Other related policies and documents	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of secondary school students should know	9
Appendix 3: Parental Form: Withdrawal from Sex Education within RSE	12

1. Moral and Values Framework

Benton Park School's vision of 'creating a climate for great learning, success and opportunity' is accomplished by incorporating the following values into everyday practice:

- Building a **resilient** community in which everyone can thrive.
- Creating a **collaborative** learning environment in which all succeed.
- Providing **inspiration** for all to achieve their potential
- Showing **compassion** to the needs and interests of all
- Overcoming challenges through **endeavour** and courage

As a school, we teach Relationships and Sex Education within a moral and values framework, which engenders:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- An awareness of the way others feel
- Mutual support and co-operation, as well as honesty and openness
- The acceptance of the responsibility for, and the consequences of, personal actions
- The right of people to hold their own views within the boundaries of respect for the rights of others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about sex and relationship issues

2. 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

3. Statutory requirements

As a maintained secondary school, we must provide RSE to all students as per the Children and Social Work Act 2017.

In teaching RSE, we must have regard to the guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also meet the new September 2020 Statutory Guidance about Relationships Education, Relationships and Sex Education (RSE) and Health Education.

At Benton Park School, we teach RSE as set out in this policy.

4. Involvement of parents, students and staff

This policy is developed in consultation with staff, students and parents. The consultation and policy development process involves the following steps:

1. The policy is fully reviewed by key staff and the school's Governing Body who have ensured that, in line with DfE guidance, it contains all relevant information, including relevant national and local guidance
2. The policy is shared with associated staff who are given the opportunity to review the policy and make suggestions and recommendations
3. Student voice is used to engage learners and consult with them about their needs and expectations for their RSE experience in school
4. The RSE policy will be made available on the school's website to enable parents to view it and respond as appropriate

5. 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. It should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviours
- Have the confidence and self-esteem to value themselves and others
- Behave responsibly within personal and sexual relationships
- Communicate effectively
- Have sufficient information and skills to protect themselves and their partner from unintended / unwanted conceptions and STIs (Sexually Transmitted Infections)
- Neither exploit others, nor be exploited

- Access confidential advice and support
- Be aware of and enjoy their sexuality
- Understand how to keep themselves safe and to keep their peers safe

RSE involves a combination of sharing information, and exploring issues and values with students. It is not about the promotion of sexual activity.

6. Why should RSE be taught?

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

7. Curriculum

Our curriculum is set out as per Appendix 1, but it may be necessary to adapt it as and when necessary. We have developed the curriculum in consultation with a range of stakeholders, taking into account 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 that students are fully informed and do not need to seek answers online.

For more information about our curriculum, see our Curriculum Map, as outlined in Appendix 1.

8. Delivery of RSE

8.1 The Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum (Personal Development lessons). Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RSP).

RSE focuses on giving young people the information they need to help them to 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
- Understanding consent

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 and foster parents/carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, including looked after children, young carers or those with parents/carers on remand or serving a custodial sentence.

8.2 How does the school ensure continuity of provision?

Our school's RSE provision takes into account the RSE programme of all of its feeder schools. From September 2020, RSE will be included in any transition discussions with partner schools.

8.3 RSE resources

RSE resources are chosen carefully and checked for:

- Being up to date
- Being inclusive – including different types of sexuality
- Giving positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy

8.4 How is RSE delivered?

RSE is an important subject area, and as such, is:

- Fully embedded into the school's PSHE curriculum
- Covered as part of the wider curriculum, and aspects are covered in several subjects, including Science and RSP

8.5 Who delivers RSE?

- Personal Development teaching staff
- Specialist subject teachers eg. Science and RSP teachers
- External agencies may be used to enhance our RSE programme.
- In some cases, school support staff may support the delivery of RSE or carry out one-to-one or small group work.

8.6 How does the school use external agencies?

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

- Visitors are invited into school because of a particular expertise or contribution they are able to make
- All visitors will be familiar with, and understand, the school's RSE policy and work within it
- Any input to PSHE lessons is part of a planned programme and will be negotiated and agreed with staff in advance
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

Our Pastoral and Safeguarding teams provide information to students regarding access to appropriate sexual health services and may support referrals to sexual health services as appropriate.

9. Roles and responsibilities

9.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw students from the Sex Education components of RSE.

9.3 School Staff

School staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE at all times
- Monitoring the learning and understanding of the students
- Responding to the needs of individual students which can include the scaffolding of the work to meet the needs of the students and where appropriate additional support as appropriate within the lessons
- Ensuring students can access information regarding sexual health and consent to keep themselves safe.
- Reporting safeguarding concerns in line with the School's safeguarding and Child Protection Policy. Where students disclose that they have engaged in sexual activity, the Safeguarding Team will follow Local Authority advice regarding the recording and reporting of incidents. This will include consideration being given to whether it is developmentally appropriate or could be considered harmful.

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, so that appropriate support can be provided.

The lead member of staff responsible for developing the RSE curriculum is Mrs Allana Howard, Director of Humanities.

9.4 Students

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

10. Parents' Right to Withdraw

Parents have the right to withdraw their children from the components of Sex Education within RSE up to and until 3 terms before the child turns 16 years old. After this point, if the child wishes to receive Sex Education, rather than being withdrawn from lessons, the school will support and arrange this.

Parental requests for withdrawal should be put in writing using the proforma 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.

11. Training

All staff delivering RSE and PSHE are offered appropriate and relevant training, should they require or request it. Visitors may be invited to contribute to the school's RSE programme, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by Mrs Allana Howard, Director of Humanities. Monitoring and evaluation of the RSE programme is conducted using a variety of informal activities, which have been built into the programme.

- Learning walks of RSE lessons
- Student voice
- Informal discussions within and beyond the lesson
- Staff evaluation of the RSE programme
- Students' self-assessment

Students' development in RSE will be monitored by class teachers as part of our internal assessment systems.

13. Other related policies and documents

The RSE policy is also be linked to other policies in school, including:

- Confidentiality policy
- PSHE Policy
- Drug Education Policy
- Inclusion Policy

PSHCE Plan

'A curriculum that develops students to live physically and mentally healthy lives in a global community based on a firm foundation of safe and responsible relationships'

Living in the wider world			Health and Wellbeing										Relationships (RSE)							
Induction Sessions			Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Year 7	PD		Transition and safety			Coping with Change			Celebrating Diversity			Building relationships			Health and puberty			Online safety		
	Transition and 'All about me'	Bystanders vs Upstanders	Leadership and Democracy- British Values	Transition to secondary school	Personal safety and first aid	What do we mean by healthy lifestyle?	Self esteem and empowerment	Coping with grief and loss	Emotional wellbeing- loneliness	Prejudice + Stereotypes - disability	Bullying and Cyberbullying	Dealing with Bullying (including LGBT bullying)	Family relationships	Keeping good friendships	Keeping safe and positive relationships (Consent)	Puberty – what happens when and where?	Changing adolescent body	What is FGM and why is it dangerous?	Assertive Consent	Keeping myself safe online
Year 8	PD		Drugs, vaping and alcohol			Body image, misogyny and self care			Identity and relationships			Healthy body and relationships			Discrimination			Digital literacy		
		Bystanders vs Upstanders	Leadership and Democracy- British Values	How harmful is binge drinking?	Legal and illegal drugs	Vaping and smoking	How do we cope with stress and anxiety?	Self harm- signposting support and mental health	Body Image – link to mental health	'It was just a joke' Gender stereotypes and body shaming	Identity and developing identity	Who are the LGBT community? Consent in same sex relationships	Law and sexting	Healthy body- the importance of sleep and diet	Healthy body- Cancer identification and prevention	Healthy relationships- peer on peer abuse	Prejudice and Discrimination – and the equality act - religion	Equality and Sexism	Stop Hate UK- challenging Racism lesson	Sharing and using of data from the internet
Year 9	PD		Peer influence, substance use and gangs			Setting goals- Careers			Respectful relationships			Healthy lifestyle			Intimate relationships			Digital literacy		
		Bystanders vs Upstanders	Leadership and Democracy- British Values	How can we deal with peer pressure?	How does knife crime impact our lives?	Crime, gangs, and county lines	The right career for me	Why pursue a stem career?	Options research – START project	Types of relationships	Same sex relationships	Sexual consent and the law (inc. forced marriage)	What do we mean by healthy lifestyle? (including vaping)	What is the big deal about energy drinks?	Mental health – depression and support	Safe sex	Contraceptive choices /STIs	Domestic Violence and Abusive relationships	Respectful relationships - challenging misogyny and online issues	Online vs reality - conspiracy theories, extremist views
Year 10	PD		Mental health			Financial decision making			Healthy relationships			Exploring influence			Addressing extremism and unhealthy relationships			Online Safety		
		Bystanders vs Upstanders	Leadership and Democracy- British Values	Happiness and positivity	Social media and self esteem	Common types of mental health and illness	Navigating financial institutions	How can I avoid debt?	Gambling and online gaming	Positive sexual relationships and consent	Teenage Pregnancies- choices and support	The danger of pornography	Revenge Porn	Fake news and its influence	Relationships with role models	Impacts of viewing harmful material	Who are the extreme groups?	Unhealthy relationships	Harassment (including LGBT+ abuse)	Cybercrime and online fraud
Year 11	PD		Building for the future			Next steps- Careers			Communication in relationships			Financial Support		Emotional wellbeing	REVISION					
		Bystanders vs Upstanders	Leadership and Democracy- British Values	Independent living	GCSE and study skills	Cancer awareness and prevention	Applying to college and university	What makes a good CV?	How do we prepare for job interviews?	Consent, rape, and sexual abuse	Safe sex recap and chem sex	Peer on Peer abuse / healthy relationships	Law and Forced Marriage (Recap- consent and FGM)	Budgets and Money Management	Next Steps Planning	Dealing with exam stress				

My Health, my school survey
 My health, my school survey completed in Computer Science lessons for year 7 and 9, and in PSHE lessons for year 11 in Half term 5.

Appendix 2: By the end of secondary school students 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: Parental 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 following discussion with parents	