



ST BEES SCHOOL

WHERE WEST MEETS EAST

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

2021 - 2022

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**INTRODUCTION**

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This policy covers the approach of St Bees School to Relationships and Sex Education (RSE). RSE is taught within Personal Development (PD) lessons.

The school is required to teach RSE as part of the revised Department for Education statutory guidance.

Documents that inform the school's RSE Policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Keeping Children Safe in Education (statutory guidance)
- Education Act (1996)
- Education Act (2002)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)

## AIMS AND OBJECTIVES

At St Bees School we focus on the holistic development of our students with a focus on EQ. Throughout their school career we provide learning experiences that will enable our students to live safe, fulfilled and healthy lives.

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. We consider that it should equip students with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their sexual health and well-being.

RSE will be provided within a learning environment which is safe for the students and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable. This policy supports and complements the following school policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- Mental Health Policy
- Statement on British Values
- SEN and Learning Disabilities Policy 2020

This policy is available to all parents and will be sent to parents by email. Parents may request a paper copy of the policy from the School Office.



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## WHAT IS COVERED IN RSE?

The aim of 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 enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

## TEACHING AND LEARNING

RSE needs to consider students' starting points. Students will bring differing levels of knowledge and understanding to any issue explored through RSE. Often this prior learning is more complex than we might assume. Where possible, any new topic will start by determining students' prior knowledge. (This will also enable teachers to make more effective judgements about students' development and progression in learning).

It is important that pupils are helped to make connections between the learning they receive in RSE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in RSE.

## CURRICULUM ALLOCATION

Students are taught RSE as part of their PD lesson in Year 7, 8 and 9. They receive one lesson of PD per week. In addition to PD lessons, RSE topics will also be covered during mentoring sessions. Occasionally, where appropriate, the whole school may be involved in the delivery of particular topics through assemblies, workshops or other activities.

The nature of the topics covered in RSE lend themselves to additional lesson time through Science and Computer Science lessons.



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The table below outlines the lesson titles taught as part of RSE to each year group.

Year 7	Year 8	Year 9
Keeping good friendships and avoiding toxic ones.	How do we have safe sex and use different forms of contraception?	Who are the LGBT+ community and what would they like us to know?
Family relationships – the different types and why we don't always get along.	How do we keep good sexual health and avoid STIs?	Why are British communities so diverse? Immigration and diversity focus.
Love and relationships – falling in love and dealing with new feelings.	What is consent and why is it important we know about it?	What are domestic violence and abusive relationships? Healthy and unhealthy relationships.
Bullying or banter? Why do people bully others and how can we help stop this?	What is sexting and why is it so risky to send personal images?	CSE – how are children and young people lured into dangerous relationships and what do these look like?
What is cyberbullying? Why do people bully online?	What is pornography and why can it be dangerous?	Body image and the media 2 – focus on girls
How do we keep safe and positive relationships (on and off-line)?	How can we prevent radicalisation and recognise the signs of extremism?	Body image and the media 3 – does the media contribute to eating disorders?
What is my personal identity and why is diversity important?	Who are the extremist groups and why are they so dangerous?	Can we respect and celebrate British values and the religion and culture of our choice? (2 hour display lesson)
Extremism – why does radicalisation happen and how does it challenge our values?	Where does extremism come from?	What is peer-pressure – why is it so powerful and how can we overcome this?
	How do religious extremists attract converts?	
	Islamophobia – do Muslims really want Sharia Law in Britain?	
	Stereotyping, discrimination and prejudice. Religion focus.	
	How can British Values teach us tolerance and respect for others?	
	Domestic conflict – why do people run away from home and why is this so dangerous?	
	Body image and the media part 1 with a focus on boys.	



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## EVALUATION AND ASSESSMENT

As a school we strive to improve our teaching and learning all the while. Consultation and involvement of students in RSE is crucial if teaching is to meet their needs and address the issues they are facing. We will involve students by providing opportunities for feedback and/or questions from students at all stages of the learning programme.

**Evaluation** measures whether the lesson or unit of work is effective and worthwhile. The assessment of student learning will contribute to the lesson/unit evaluation. Evaluation is a means of improving provision and raising standards. Evaluation of RSE will be ongoing throughout the year through teacher reflection and student feedback.

**Assessment** plays a key role in effective RSE teaching and learning. As with any other subject, assessment in RSE focuses on learning, set against the lesson objectives and outcomes. Assessment tasks are built into schemes of work and students have a clear idea of their progress. This monitoring of progress is appropriate to the activity and used to identify students who may benefit from additional support or intervention. A wide range of assessment methods are used, including project work; written assignments; accredited courses; students' pre- and post-unit self-evaluations; and reflective logbooks to record progress in students' understanding.

It is important to recognise that assessment in RSE is not about 'passing or failing', or about behavioural outcomes. Teachers and students both need to know what has been learned, and how learning and understanding has progressed.

## WORKING WITH PARENTS AND CARERS AND THE WIDER COMMUNITY

St Bees School understands the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At St Bees we want to work closely with parents when planning and delivering RSE. Relationships and Sex Education provision is accessible to every student, we will communicate with parents so that they know what will be taught and when. This communication will include information for parents regarding their right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

As a school we are keen that parents understand and ask questions about the school's approach to RSE to help increase confidence in the curriculum. There will be opportunities provided by the school to build relationships and confidence between parents and school. Parental feedback will always be included in future planning and developments.



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## PARENT'S RIGHT TO WITHDRAW FROM SEX EDUCATION

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education.

Before granting any such request the Headmaster will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept. Good practice is also likely to include the Headmaster discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. If a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal.

## CONFIDENTIALITY AND HANDLING DISCLOSURES

Due to the nature of RSE, students' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and students are clear about what can and cannot be kept confidential.

More information can be found in the Child Protection and Safeguarding Policy.