



# Relationships and Sex Education Policy

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## ***Vision Statement***

### ***Believe Strive Succeed***

***Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.***

***1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'***

## **1. Introduction**

This policy covers our school's approach to the delivery of Relationships and Sex Education. It was produced by the Assistant Headteacher through consultation with parents and Governors. The policy will be available to all stakeholders via the school's website and a paper based copy will be provided upon request.

Bishop Stopford's School believes that Relationships and Sex Education (RSE under latest DFE guidelines) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society and is an integral part of the PSHE/Citizenship programme.

Also in line with DFE guidance, Bishop Stopford's School also believes that we should ensure RSE educates pupils about the world in which they are growing up and is inclusive to all pupils, whatever their developing sexuality or identity, bearing in mind the age, development and religious backgrounds of our pupils.

We are also committed to increasing the knowledge of our pupils about safer sex and sexual health, ensuring our pupils are equipped to make safe, informed and healthy choices as they progress through adult life. We seek to deliver this in a non-judgemental and factual way allowing scope for pupils to ask questions in a safe environment.

Teaching about mental wellbeing is central to RSE and the curriculum will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.

The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade students in need of support to come forward. As a Church of England school, we may teach our distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious.

## **2. Aim of this Relationships and Sex Education Policy**

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

Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Policy links**

This policy works alongside and supports the following policies:

1. The Behaviour Policy
2. Health and Safety Policy
3. Anti-Bullying Policy
4. Child Protection and Safeguarding Policy

## **3. What is Relationships and Sex Education?**

RSE is learning and guidance that gives pupils the information pupils need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable pupils 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is.

This in turn will help pupils 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. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.

Pupils should know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, and harassment and will endeavour to give information and guidance on safeguarding

themes such as child sexual exploitation (CSE), upskirting, female genital mutilation (FGM), forced marriage, and rape.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Pupils should also be encouraged to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Bishop Stopford's School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect in compliance with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We do consider it appropriate to teach our pupils about LGBT at a timely point as part of the PSHCE curriculum.

#### **4. How is Sex and Relationships Education delivered?**

RSE is not an isolated subject: it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise.

The main vehicle for delivering RSE will be PSHCE lessons and the PSHE Co-ordinator will lead on the overall planning, implementation and review of the programme.

##### **I. How is it taught?**

Relationship Sex and Health Education is delivered as part of the PSHCE curriculum at KS3 (Year 7-9), and through termly drop down days at KS4 (Year 10-11). Elements of Relationships Sex and Health Education are also covered through other areas of our school curriculum such as Science, Religious education, English and Drama.

##### **II. Who teaches it**

We ensure that the Relationship Sex and Health Education themes are age appropriate, and meets the needs of our students. The PSHCE team of teachers plan and deliver the RSHE content. Where RSHE topics are particularly specialised, the school works in partnership with local external organisations to deliver the content for KS4.

##### **III. Training**

Teaching staff are trained on the delivery of RSE as part of their induction and continuing professional development. This training will occur yearly. The school also arranges for external experts to provide support and training to staff teaching RSE and/or to deliver some areas of RSE themselves.

##### **IV. Other issues**

Bishop Stopford's recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers:

- Establish ground rules with pupils
- Emphasise the importance of mutual respect
- Ensuring appropriate materials and images are used
- Require no open personal disclosures in a class setting
- Encourage reflection

The school also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve pupils and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The school includes activities where pupils' can practise and develop confidence in using communication, negotiation and decision making skills. Pupils are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

The school recognises that some aspects of RSE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which are taught separately in PSHCE, including those specifically relating to sexual matters such as contraception and STIs. Not all teachers are best suited to teach some of these. Therefore, some RSE topics may be delivered by outside agencies who are particularly trained and confident in teaching this subject (e.g. Sex FM). **(For a more detailed explanation of curriculum content please see Appendix One below )**

## 5. Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equality Duty (2014): Staff must not unlawfully discriminate against students or allow them to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). The delivery of the content of RSE will be made accessible to all students, including those with SEND.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give students a sense of responsibility, alongside the staff, to keep our school a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

## 6. Procedure for Monitoring and Evaluating

The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation. Senior staff will take a key role in monitoring the progress of the policy and the delivery of the new curriculum. Evaluation will include:

- Learning Walks and Lesson Observations to ensure quality of delivery and learning by pupils
- Pupils' responses to teaching content and methods
- Teachers' responses to teaching content and methods
- Evidence of pupils' increased self-responsibility and respectful attitudes to RSE
- Decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings

## **7. Right of withdrawal**

Sex and relationships education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the school will endeavour to discuss the request with parents and carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will always be put forward to those wishing to withdraw but the right to do so will always be respected.

The school will respect the parents and carers' 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. This process is the same for pupils with SEND.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.



## Appendix One: RSE topics taught at Bishop Stopford School PSHE – Curriculum Overview

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	<b>Managing change</b> Transition to secondary school including metacognition and self regulation	<b>Dangerous Society- Offline:</b> County lines, substance misuse. Grooming	<b>Body Confidence:</b> Changes in self-esteem, HBT- Bullying and dealing with media.	<b>Adult Health &amp; Looking After Yourself:</b> Organ and blood donation, teenage pregnancy choices and cancer.	<b>Sexual Health:</b> Child on Child bullying, sexual health and contraception. Respect, love and relationships.	<b>Relationships values and consent;</b> Discrimination and prejudice in relationships. Types of relationships, consent, sexual norms and expectations, sexual assault.	<b>Forming Respectful Relationships;</b> Importance of building relationships, first dates and how to approach, online dating. Managing toxic friendships.
Autumn 2	<b>Developing Skills &amp; Aspirations:</b> Careers, teamwork, and enterprise skills, and raising aspirations	<b>Proud To Be Me:</b> Careers and Aspirations. Importance of happiness and self-esteem.	<b>Setting Goals:</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Mental health and Wellbeing:</b> Screen time, child sexual abuse, promoting emotional wellbeing.	<b>Sexual Health:</b> Alcohol, parties and bad choices. Importance of sexual health and impacts on later life.	<b>Bullying, abuse and discrimination;</b> gas lighting and emotional abuse, coercion in relationships, forced marriage, harassment and stalking. De-escalating and exiting social situations.	<b>Sexual Health &amp; Self Concept;</b> Skills to manage transitional life phases, body image and pressure to fit in. Revisiting STIs, importance of sexual health and sexual health misconceptions.
Spring 1	<b>Staying Safe On &amp; Offline:</b> Avoiding gangs and criminal behaviour, staying safe online, risks of online gaming, alcohol, smoking and addiction.	<b>Identity, Relationships &amp; Sex Ed.</b> Positive social interactions, online and in person. Social media and sharing images." RSE - Awareness of unacceptable sexualised behaviour and sexual harassment	<b>Sex, The Law &amp; Consent:</b> Sexual consent, FGM and the Law, delaying sex. Relationships.	<b>Exploring Relationships:</b> Pleasure and delaying sex, sexting and nudes, pornography and unhealthy relationships.	<b>Staying Safe:</b> Virtual reality and live streaming. Online reputation and digital footprints. Group Chats and bullying.	<b>Healthy lifestyles and Mental Health;</b> Cervical, breast and testicular cancers, vaccines and how to recognise different illnesses.	<b>Parenthood;</b> Routes to parenthood, unintended pregnancies and options, pregnancy and employment law.
Spring 2	<b>Celebrating Differences:</b> Exploring Britain as multicultural, breaking down stereotypes, prejudice and discrimination.	<b>Physical &amp; Mental Health Wellbeing:</b> Health and wellbeing. Body image and bullying.	<b>Essential Life Skills:</b> Finance, enterprise and employment.	<b>Exploring Relationships:</b> Pleasure and delaying sex, sexting and nudes, pornography and unhealthy relationships.	<b>Staying Safe:</b> Festivals and nitrous oxide and substance abuse. Cosmetic and aesthetic procedures.	<b>Healthy lifestyles and Mental Health;</b> Balancing life and work including diet. Anxiety, depression, eating disorders and mental health.	<b>Contraception;</b> Consent and Boundaries, revisiting contraception.

<p><b>Summer 1</b></p>	<p><b>Health &amp; Puberty:</b> What happens when boys and girls reach puberty, personal hygiene including teeth. Assertiveness and consent.</p>	<p><b>Dangerous Society- Online:</b> Communicating online, managing risks and impact on health.</p>	<p><b>Contraception &amp; STIs:</b> Treating STIs, contraception, sexual harassment.</p>	<p><b>Rights &amp; Responsibilities:</b> Using apps, targeted advertising.</p>		<p><b>Media Literacy &amp; Digital Resilience;</b> Managing online safety, reputation, fake news, Photoshop and extremism.</p>	
<p><b>Summer 2</b></p>	<p><b>Building Relationships:</b> Friendships, positive and negative influences. Online relationships. Consent and Boundaries.</p>	<p><b>Equality &amp; Diversity Explored</b> All forms including: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia.</p>	<p><b>Legal &amp; Illegal Drugs:</b> Different types of addiction, drug classifications and volatile substance abuse.</p>	<p><b>Violence, crimes (drugs) and seeking safety:</b> Online gambling, causes of knife crime and modern day slavery.</p>		<p><b>Risk, Personal Safety &amp; Drugs;</b> Getting home safely, planning and holiday safety, basic first aid, assertiveness and alcohol, drink spiking and intoxicated drivers.</p>	

**Covered in RE through theme A: Relationships and family issues**

- Legal status of marriage/ civil partnership/cohabiting couples
- Legal status of long term relationships
- The facts about a full range of contraceptives available
- Choice to delay sex or intimacy

**Appendix Two: Parent form: withdrawal from sex education within RSE**

**Parent form: withdrawal from sex education within RSE**

To be completed by parents/carers			
Name of Child		Form	
Name of Parent/Carer		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	
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