Dream Believe Achieve

RSE Policy

Signed by Chair of Governors   Kerry Scott

Date ratified by Governors   19/04/2023

Date to be reviewed by Governors   19/04/2024

CONTENTS

AIMS

The aims of Relationships and Sex Education (RSE) at Belmont Park 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.

STATUTORY REQUIREMENTS

As a maintained all through school we must:

- Provide RSE to all **Secondary pupils** as per the Children and Social work act 2017.

- In teaching RSE to **Secondary pupils,** we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

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

To be clear in terms of sex education anything do with puberty, sexual or non-sexual relationships, comes under Health or Relationship education and MUST be taught to ALL children. This includes the A1 section in Appendix 1.

Parents can seek permission to withdraw their children from Sex Education. This is A2 in Appendix 1.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and Parents/Carers. 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/Carer/stakeholder consultation - Parents/Carers 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.

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.

CURRICULUM

Our curriculum overview is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with Parents/Carers, 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.

For more information about our curriculum, see our PSHE overview curriculum map in Appendix 1.

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).

Pupils also can access stand-alone sex education sessions delivered by a trained health professional the school nurse.

RSE 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.

RSE also 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.

- The facts around pregnancy including miscarriages

For more information about our RSE please see the overview PSHE curriculum, see Appendices 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBT Parents/Carers, families headed by Grandparents, Adoptive Parents, Foster Parents/Carers amongst other structures) along with reflecting sensitively that some pupils may have a different structure of support around them (for example: Children Looked After or Young Carers).

ROLES AND RESPONSIBILITIES

The Governing Body

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

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.

- Modelling positive attitudes to RSE.

- Monitoring progress.

- Responding to the needs of individual pupils.

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

The following members of staff are responsible for teaching RSE in Belmont Park School:

- Candice Van Aardt
- Haseeb Ahmed
- Zoe Donnellan
- Stuart Thorpe

Pupils

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

PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory 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/Carers and take appropriate action.

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

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.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Senior Leadership Team through:

- The monitoring arrangements of RSE will include planning scrutiny, learning walks, lesson visits etc.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher every year. At every review, the policy will be approved by the Governing Body.

APPENDIX 1:

RSE- OVERVIEW

YEAR	A1 Health and Wellbeing	A2 Relationships and sex education	SP1 Life Beyond School Managing Change	SP2 Rights, Responsibilities and British Values – Politics, Parliament and me	SU1 Celebrating diversity and equality	SU2 Staying safe online and offline
7	Introduction to puberty. Puberty – girls focus Puberty – boys focus Personal hygiene Growing up (including FGM) Assertiveness, consent and hormones Self-esteem & empowerment	Consent and boundaries Respect and relationships What makes a good friend? Managing friendships Pressure and influence	Introduction to PSHE Getting to know people What is community? Careers and your future Sleep and relaxation Financial education Transition points in your life	Why is politics important? How is our country run? Tripartite system in the UK Who is our Prime Minister? Exploring Parliament Elections and campaigns	Multi-cultural Britain What is identity? Nature vs Nurture Equality Act 2010 Breaking down stereotypes Prejudice and discrimination	Staying safe online Avoiding gangs What is alcohol and smoking? E-Cigs and vaping Energy drinks Prevent (Radicalisation) Online gaming
8	Physical and mental health Positive body image Child abuse Types of bullying Healthy eating Stress management	Introduction to RSE Healthy relationships Dealing with conflict Sexual orientation Gender identity LGBTQ community	Employability skills Proud to be me – career choices Self-esteem and the media Career interests and jobs Exploring careers and option choices Creating a CV	Desert island living Building a community Making decisions and prioritising Criminals, laws and society Law	LGBT – Homophobia Supporting those who are LGBT Challenging homophobia Transphobia Coming out Self-identification	County lines – what is it? County lines – who is at risk? Substance misuse Grooming boys and girls Drugs and alcohol safety Child exploitation and online protection

9	Self-esteem changes What is a penis? What is a vulva? Bullying in all its forms Dealing with grief and loss Media and airbrushing Cancer prevention and healthy lifestyles	Contraception Exploring the realities of contraception Sexual harassment and stalking HIV and AIDS AIDS – Prejudice and discrimination	From failure to success Importance of happiness What is anger? Money management Social media and online stress Essential first aid	Extremism in all its forms What is terrorism? The radicalisation process Counter terrorism Anti-Semitism	International organisations Aid and supporting other countries Fair trade Peace, War and conflict Women's rights and equality #Metoo and Times up	Introduction to drugs and different types of addiction Cannabis products Drug classifications The dangers of party drugs Exploring illegal drugs and their effects
10	Child abuse Screen time and safe mobile phone use Common types of mental health issues Self-harm and suicide support Promoting emotional wellbeing	What is love? Campaign against FGM Sexting nudes and 'dick pics' Porn life vs Real life Porn materials and attitudes Domestic abuse and violence Sexualisation of the media	Instagram generation Targeted advertising What is marriage? Rights and responsibilities Employment rights Understanding a payslip Revisiting your CV	Critical thinking and fake news What is a cult? Exploring Britishness and British Values LGBT rights and British Values What are human rights? Exploring human rights?	Nature vs Nurture Equality Act 2010 Breaking down stereotypes Prejudice and discrimination Challenging extremism	Honour based violence Online gambling Social media validation Keeping data safe Modern day slavery Preventing knife crime Prevent (Radicalisation)
11	Organ donation and donating blood Teenage pregnancy choices Abortion – morals, laws, thoughts Testicular and prostate cancer	Fertility and what impacts it Alcohol and bad choices Importance of sexual health Forced marriages	Instagram generation Targeted advertising Consumer rights Employment rights	Why are human rights? How is our country run? Major UK political parties Democracy and dictatorship	<u>Getting ready for life after Belmont Park School</u> • College applications • Exploring college/ apprenticeships courses • CV writing • Career paths • Independence • Salaries • Overwhelmed exam pressure	
	Cervical, breast and ovarian cancer Parenthood Love and abuse – the difference.	Respect and relationships	Understanding a payslip Pensions Taxes Revisiting your CV	Building a community Civil and Criminal law Exploring different types of punishments		

APPENDIX 2: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

YEAR	A2 Relationships and sex education	Pupils should know
7	Consent and boundaries Respect and relationships What makes a good friend? Managing friendships Pressure and influence	• Recognise what consent means under the law. • Why boundaries are important and how to recognise if someone has broken these boundaries. • The importance of permission seeking and giving in relationship with friends, peers and adults. • 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. • What a stereotype is and how stereotypes can be unfair, negative or destructive. • Why it is important to have friends and how to be supportive of each other. • The importance of recognising the difference types of eventualities that you may face in regards to pressure and influence of others.
8	Introduction to RSE Healthy relationships Dealing with conflict	• Recognising the importance of RSE throughout life. • What makes a healthy relationship – signs. • How people manage with conflict, different people different strategies. • The emotions of a person who is happy or sad. • What sexual orientation is traditionally defined as including heterosexuality, bisexuality, homosexuality and asexuality. • What a stereotype is and how stereotypes can be unfair, negative or destructive. • What are the different types of genders.
	Sexual orientation Gender identity LGBTQ community	• How people define their own gender identity. • What is the LGBTQ community, recognising the different aspect of the name, recognising the iconic rainbow flag. • The various ways we celebrate the LGBTQ recognition here in the United Kingdom i.e. Pride festival.
9	Contraception Exploring the realities of contraception Sexual harassment and stalking HIV and AIDS AIDS – Prejudice and discrimination	• What is the purpose of a contraception? • What types of contraception's are available for both males and females? • Where young people can purchase contraception devices from i.e. sexual clinics. • Where young people can get tested – how to order test kits. • The facts around pregnancies and miscarriages. • The risks of pregnancies including responsibility of a baby and wider impact of own life. • The importance of recognising sexual harassment and the emotions that you may feel during or after the event - who to report it to. Always remembering all forms of sexual harassment is are wrong. • Recognising that AIDs is the later stage of a HIV infection. • The support that is available to someone who has either HIV or AIDs. • Recognising the misconceptions around HIV/AIDs the stigma that comes with labelling an individual as part of a group that is believed to be socially unacceptable e.g. believing that only certain groups of people can get HIV.
10	What is love? Campaign against FGM Sexting nudes and 'dick pics'	• What is love? Traditional views of what love is, does it have to be attraction based on sexual desire? On the other hand, the maternal love for a child. • What FGM stands for (Female genital mutilation). • The various comprises of procedures that involve partial or total removal of the external female genitalia. • Why does FGM even occur, its links to certain demographic parts of society? • The law and the action or practice of sending sexually explicit photographs or messages via mobile phones.

	Porn life vs Real life Porn materials and attitudes Domestic abuse and violence Sexualisation of the media	• Recognising the impact of watching pornography, which includes addiction, isolation, increased aggression, distorted beliefs and perception about relationships and sexuality, negative feelings about themselves, and neglecting other areas of their lives. • Recognising signs of domestic abuse and its impact people involved or surround in these environments are more likely to experience depression, panic attacks, phobias, anxiety and sleeping disorders. • Recognising that when the act of placing value on a person's appearance and sexual appeal above all other characteristics is a form of sexualisation how this is stem around the world of media.	
11	Fertility and what impacts it Alcohol and bad choices Importance of sexual health Forced marriages	• What is fertility? How a woman feels when she gives birth and the important of after birth care. • The impact of postnatal depression within themselves and the impact on a child such as delayed cognitive and language development, disorganised or insecure attachment, higher rates of behavioural problems, and lower grades. • Recognising the difference between a depressant or stimulant are. • Consequence consuming too much alcohol - impact on health and wellbeing includes; high blood pressure, heart disease, stroke, liver disease, cancer and weakening of the immune system. Alongside the possible psychological impact which include negative feelings, such as anger, depression or anxiety, regardless of your mood. • How to look after your own sexual health throughout your life, where to access services such as sexual health clinics etc. • Recognising that force marriages are illegal here in the United Kingdom – some signs that a person could be (or is already) a victim of forced marriage; running away, self-harming or attempted suicide, depression, withdrawn, poor performance at school, a surprise engagement to a stranger you've never heard of before.	

\ Name of child   i Class

i 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

[1] Agreed actions from discussion with parents

Signature