

**BOW STREET
SCHOOL**



Relationships and sex education policy

Approved by: Clare Harper & Cherri Felton **Date:** October 2021

Last reviewed on: October 2021

Next review due by: October 2022

This policy must be read in conjunction with:

- The Curriculum Policy
- Promoting positive behaviour policy
- EHC plan
- Child Protection and Safeguarding
- KCSIE

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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 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
- Understanding positive/ negative relationships.
- Understanding the different kinds of relationships.

Statutory requirements

As a secondary special school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Bow Street School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. 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. Parents consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we had an assembly and tried to understand what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with proprietors 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 about developing their understanding of what constitutes a healthy relationship and giving them the skills to understand the appropriate language to use when discussing RSE topics.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum 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, 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.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE will be taught from health professionals. To ensure our pupils have a good understanding of the RSE curriculum a multi professional approach will be taken. Teachers will support professionals to deliver their area of expertise.

Pupils will receive intimate relationship sessions delivered by a trained health professional and counsellor from the Relate service. They will also receive sessions on the science and biology aspect of sex education from the school nurse team and receive additional information from the police with regards to the legal implications of sexualised behaviours online such as sharing of nude and semi nude photos. To support the police's sessions pupils will complete an E safety course within Functional Skills ICT which raises awareness of online safety issues such as grooming.

RSE 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

For more information about our RSE curriculum, see Appendices 1 and 2.

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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children in care or young carers).

Roles and responsibilities

The Proprietor

The proprietor 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/non-science components of RSE (see section 8).

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/non-science 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.

Relate

School Nurse Team

Police

Clare Harper – Headteacher

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/non-science 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 and take appropriate action.

For those who have been withdrawn from sex education, alternative work will be given, however this will be managed in a discrete and non-judgemental manner as to not isolate the child.

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.

Monitoring arrangements

The delivery of RSE is monitored by Clare Harper, Headteacher through:

- Learning walks
- Planning Scrutinise
- Lesson Observations
- Curriculum meetings
- Regular multi professional meetings with School Nurse team, Relate and the Police to ensure appropriate programs have been developed.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Clare Harper, Headteacher throughout the first year of teaching and will be reviewed annually thereafter. At every review, the policy will be approved by proprietor Cherri Felton.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8/9	Autumn term 1	<p>Respectful Relationships including friendships and families (Social relationships)</p> <p>Different types of committed relationships.</p> <p>How to determine whether friend/ family/ intimate partner is trustworthy. Judge when a relationships is unsafe and how to seek advice, including reporting concerns about others if needed.</p> <p>Characteristics of positive/ healthy relationships. Including trust, respect, honesty, kindness, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. Including none sexual relationships.</p> <p>Types of bullying (including cyberbullying) the impact of bullying, responsibilities of bystanders to report bullying and where to get support.</p> <p>There rights and responsibilities and opportunities online, including same expectations of behaviour apply in all contexts.</p>	<p><u>Text Books / Resources</u></p> <p>ASDAN PSHE</p> <p>ASDAN Values and Beliefs</p> <p>ASDAN Sex and Relationships</p> <p>Relate: Bow Street School will be meeting with members of the Relate team and a bespoke programme will be devised to support the learning around the Intimate relationships module. Please feel free to look at the website below to gain an understanding into the type of work Relate specialise in.</p> <p>www.relate.org.uk</p>
Year 8/9	Autumn term 2	<p>Online risks, including any material someone provides to another has the potential to be shared online and the difficulty of removing compromising material online. – E-Safety</p>	<p>School Nurse: Bow Street School will be meeting with the school nurse team manager and a bespoke</p>

		<p>Not to provide material to others that they would not want to be shared further and not to share personal material which is sent to them. – E-Safety</p> <p>What to do and where to get support to report material or manage issues online. – E-Safety</p>	<p>programme will be devised to support the learning around the Scientific and Medical model.</p> <p>NSPCC: Please find information taken from the website below which provides idea and resources to support the learning in ASDAN PSHE and ASDAN Sex and Relationships.</p> <p>www.learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/</p> <p>This is not an extensive list of resources however an insight into some of the resources that will be used to teach young people Relationships and Sex Education.</p>
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Year 8/9	Spring term 1	<p>Intimate and sexual relationships including sexual health</p> <p>Characteristics of positive intimate relationships (mutual respect, consent, loyalty, trust, shared interests and outlook). – Through PSHE</p> <p>What marriage is, including legal status, e.g marriage carries legal rights not available to couples who are cohabiting or married in an unregistered religious ceremony. – Relate</p> <p>Why marriage should be freely entered. The legal status of other types of long term relationships. - Relate</p> <p>What is sexual harassment and sexual violence and why they are unacceptable. (Relate / Police).</p> <p>Use of alcohol and drugs can lead to risky sexual behaviour. (Relate)</p>	
Year 8/9	Spring term 2	<p>Facts around pregnancy and miscarriage. – (School Nurse team)</p> <p>How to get further advice, how to access confidential sexual and reproductive health advice and treatment. (School Nurse team)</p>	

Year 8 / 9	Summer term	<p>Respectful Relationships including friendships and families (well-being)</p> <p>How healthy relationships contribute to human happiness. In school and society young people should expect to be treated with respect by others. In turn they should respect others boundaries and beliefs.</p> <p>Stereotypes can cause damage. These could be based on sex, gender, race, religion, disability or sexual orientation. (How they might normalise non-consensual behaviour). - Relate</p>	
Year 10	Autumn term 1	<p>Respectful Relationships including friendships and families (Social relationships)</p> <p>Different types of committed relationships. (Re cap)</p> <p>How to determine whether friend/ family/ intimate partner is trustworthy. Judge when a relationships is unsafe and how to seek advice, including reporting concerns about others if needed. (Re cap)</p> <p>Characteristics of positive/ healthy relationships. Including trust, respect, honesty, kindness, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. Including none sexual relationships. (Re cap).</p>	

Year 10	Autumn term 2	<p>Online risks, including any material someone provides to another has the potential to be shared online and the difficulty of removing compromising material online. – E-Safety</p> <p>Not to provide material to others that they would not want to be shared further and not to share personal material which is sent to them. – E-Safety</p> <p>What to do and where to get support to report material or manage issues online. – E-Safety</p>	
Year 10	Spring term 1	<p>Characteristics of positive intimate relationships (mutual respect, consent, loyalty, trust, shared interests and outlook). – Through PSHE Re cap.</p> <p>Impact of viewing harmful content. – Relate</p> <p>Strategies to manage sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. – (Relate)</p> <p>Concepts of laws relating to sexual consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse and forced marriage. - (Relate).</p> <p>Types of behaviour within relationships are criminal, including violent behaviour and coercive control. (Relate/ Police).</p>	

Year 10	Spring term 2	<p>Different sexually transmitted infections (STI's), including HIV/ AIDS, how risk can be reduced through safer sex and importance and facts about testing. (School Nurse team)</p> <p>The impact of STI's on those who contract them, key facts about treatment. (School Nurse team).</p>	
Year 10	Summer term	<p>Respectful Relationships including friendships and families (well-being)</p> <p>How healthy relationships contribute to human happiness. (Re cap)</p> <p>In school and society young people should expect to be treated with respect by others. In turn they should respect others boundaries and beliefs. (Re cap)</p> <p>Legal rights regarding equality (particularly with reference to the protected characteristics as defined in the Equality act 2010). Everyone is unique and equal).</p> <p>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 well-being. – Relate</p>	

Year 11	Autumn term 1	<p>Respectful Relationships including friendships and families (Social relationships)</p> <p>Different types of committed relationships. (Re cap) How to determine whether friend/ family/ intimate partner is trustworthy. Judge when a relationships is unsafe and how to seek advice, including reporting concerns about others if needed. (Re cap) Characteristics of positive/ healthy relationships. Including trust, respect, honesty, kindness, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. Including none sexual relationships. (Re cap). The roles and responsibilities of parents with respect to raising children. (PSHE)</p>	
Year 11	Autumn term 2	<p>Online risks, including any material someone provides to another has the potential to be shared online and the difficulty of removing compromising material online. – E-Safety</p> <p>Not to provide material to others that they would not want to be shared further and not to share personal material which is sent to them. – E-Safety</p>	

		What to do and where to get support to report material or manage issues online. – E-Safety	
Year 11	Spring term 1	<p>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. (Relate)</p> <p>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). (Relate/ Police)</p> <p>Honour based violence and FGM, how these can affect current and future relationships. (Relate)</p> <p>Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (Relate)</p>	
Year 11	Spring term 2	<p>Facts of full range of contraceptive choices, efficacy and options available. (School nurse team)</p> <p>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). (School nurse team).</p>	

The Law

The Law will be integrated within each module area where appropriate. Bow Street School will gain professional insight to help enrich the curriculum further and provide a variety of perspectives. The school nurse team and police will help reinforce the teaching around certain areas of the law.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery.
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation

- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Delivery

Bow Street School will deliver Relationships and sex education through the ASDAN short Course Personal, Social and Health Education (PSHE), ASDAN Values and Beliefs and ASDAN Sex and Relationships. To reinforce this learning Bow Street School will work alongside a variety of professionals to ensure that young people have a broad perspective of the subject area. Professionals will include the school nurse team, Relate, NSPCC and the Police. This is not an extensive list of professionals and these may be added to.

Relationships and Sex Education will be taught within small group sessions of up to six young people. When professionals are invited in there will always be a member of staff present. During sessions if it is highlighted that a young person needs additional specific support due to circumstance or past life experiences than they may be sign posted to an appropriate service to offer one to one bespoke support. Before a young person is referred to a service, parent (s) and carer (s) will be informed.

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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
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

	<ul style="list-style-type: none"> ● 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)
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: Parent 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 from discussion with parents	