



# **BLACON** HIGH SCHOOL SUCCESS THROUGH PARTNERSHIP

## **Relationships and Sex Education Policy**

### **VISION STATEMENT**

Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.

**Committee approved:** 28<sup>th</sup> April 2022  
**Ratified by Full Governing Body:** 28<sup>th</sup> April 2022  
**Next due for review:** April 2023

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This policy has been updated on the latest RSE statutory guidance for 2020-21.

## 1. Aims and Objectives

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

At Blacon High School, we believe in an all-round education, combined with a strong community **ethos**. We are committed to developing the full potential of every child – personally, physically and socially.

## 2. Statutory requirements

[Children and Social work act 2017.](#)

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

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

## 3. 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 – staff (LAJ/ THR) 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/stakeholder consultation – parents and any interested parties invited to attend a meeting about the policy
4. Pupil consultation – investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. 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.

#### **5. 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.

#### **6. Delivery of RSE**

Aspects of RSE are taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects around relationships are included in religious education (RE). In years 7 and 8, pupils have 1 hour of drama each fortnight focusing on Spiritual, Moral, Social and Cultural aspects of education: aspects of positive and negative relationships are explored during these lessons.

Pupils also receive stand-alone sex education sessions delivered by the Brook team.

Teachers work closely with the inclusion team to support the delivery of RSE to students with SEND, using staff from The Sanctuary where appropriate. The curriculum is adapted to meet the individual needs of students, with an awareness and understanding of the context.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families - How do we have a family?
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health and pleasure

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: looked after children or young carers).

## **7. Roles and responsibilities**

### **The governing board**

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the curriculum and safeguarding committee and Mrs R Hudson, Headteacher.

### **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 (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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff that have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

- Lead: Mr. J Lacey and Miss R Thomas
- A team of PHSCE staff

### **Pupils**

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

## **8. 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 and take appropriate action, making alternative arrangements for the curriculum time when this is delivered.

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

## **9. 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Assistant Headteacher, Miss R Thomas, through:

- Planning scrutiny
- Learning Walks
- Lesson Observations
- Subject Reviews

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

This policy will be reviewed by the governing body, annually. At every review, the policy will be approved by the head teacher and the governing board.

## Appendix 1: Curriculum map

# Year 7

## Scheme of Work Puberty and Adolescence

### PSHE Association Programme of Study

#### KS3

#### Core Theme 1:

#### Health and wellbeing

5 The characteristics of mental and emotional health and strategies for managing it: to manage growth and change as normal parts of growing up (including consolidation and reinforcement of KS2 learning on puberty, human reproduction, pregnancy and the physical changes of adolescence)

27 about how to access local health services

### Learning Intention and Learning Outcomes

#### Learning Intention

To recognise the physical and emotional changes that take place in puberty

#### Learning Outcomes

To know about male and female body parts  
To know what physical and emotional changes take place during puberty

#### Learning Intention

To consider how feelings change during puberty and how to manage them

#### Learning Outcomes

To identify feelings which can occur during puberty  
To consider how to manage feelings and experiences

#### Learning Intention

To explore how young people can manage the changes and experiences during puberty in a positive way.

#### Learning Outcomes

To consider where to get help and support during puberty  
To practice giving advice about puberty experiences

### Lesson Title

#### Lesson 1

#### [Changes in Puberty](#)

#### Lesson 2

#### [Managing Feelings](#)

#### Lesson 3

#### [Getting Help and Support](#)

### Resources

#### [Body Part Cards](#)

[Body Parts Summary Male](#) and [Summary Female](#)

#### [Puberty Changes Cards](#)

[Male, Female, Both, Not Sure cards](#)

[Puberty Changes Whiteboard Summary](#)

[Pictures of male and female reproductive organs](#)

[Puberty Changes Teacher Guide](#)

[Anonymous Questions template](#)

#### Additional Activities

[Menstruation Cards](#)

[Menstruation Cards Answers](#)

[Male pictures](#)

Everything You Ever Wanted to Ask about Willies and Other Boy's Bits (T. Kreitman et al Piccadilly Press)

<http://www.nhs.uk/conditions/Puberty/pages/introduction.aspx>

#### [Diamond 9 Feelings Cards](#)

Sheets of flipchart paper and pens

Anonymous Questions from lesson 1

#### Additional Activities

<http://www.childline.org.uk/Videos/Pages/Anxiety.aspx>

[Worries About Puberty sheet](#)

#### [Puberty Scenario Cards](#)

[Puberty Scenarios Guidance](#)

[Puberty Scenarios Worksheet](#)

Anonymous Questions from lesson 1

[Year 7 Student Evaluation Sheets](#)

#### Additional Activities

[Puberty Bingo Cards](#)

Puberty Bingo Kit (see lesson plan)

[Puberty Scenario Cards](#)

## Scheme of Work Communication, Behaviour & Sexual Health

### PSHE Association Programme of Study

#### KS3

PSHE Core Theme 2:  
Relationships

1 the qualities and behaviours they should expect and exhibit  
27 to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)

13 to understand the importance of friendship and to begin to consider love and sexual relationships in this context

15 to consider different levels of intimacy and their consequences  
21 about the risks related to unprotected sex

PSHE Core Theme 1:  
Health and wellbeing  
10 about contraception including the condom and the pill

National Science Curriculum KS3  
Reproduction  
Reproduction in humans including the structure and function of the male and female reproductive systems

### Learning Intention and Learning Outcomes

#### Learning Intention

To recognise and consider the importance of communication in relationships

#### Learning Outcomes

To consider what makes a positive relationship  
To understand the meaning of 'sexting' and consider the potential risks

#### Learning Intention

To understand the process of conception

#### Learning Outcomes

To consider the different stages in the development of a sexual relationship  
To understand how conception occurs

#### Learning Intention

To understand and explore information about contraception

#### Learning Outcomes

To explore some of the myths about preventing pregnancy  
To identify a range of contraceptive methods and how they can protect against pregnancy and sexually transmitted infections (STIs)

### Lesson Title

#### Lesson 1

[Communicating in Relationships](#)

#### Lesson 2

[Conception](#)

#### Lesson 3

[Contraception](#)

### Resources

[Diamond 9 Relationships Cards](#)

Wipeboards and pens

Video clip about sexting such as *Exposed* from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[Sexting Question Sheet](#)

[Sexting Clip Transcript](#)

#### Additional Activities

Chat-up line video clips: <http://www.oimysize.com/rate-my-churpz/Relationship Question Cards>

[Conception Sequencing Cards](#)

[Pictures of male and female reproductive organs](#)

Anonymous questions from previous lesson

#### Additional Activities

[How does a baby start? Cards](#)

[How does a baby start? whiteboard summary](#)

[Sex is about ... worksheet](#)

[Myths About Pregnancy Whiteboard Slides](#)

[Contraceptive Picture Cards](#)

Contraceptive Kit – available to buy from [www.fpa.org.uk](http://www.fpa.org.uk)

[Pictures of male and female reproductive organs](#)

Your Guide to Contraception leaflet – available to download free from [www.fpa.org.uk](http://www.fpa.org.uk)

[Contraceptive Picture Cards cut-outs](#)

Anonymous questions from Lesson 1 typed up onto slips of paper

[Year 8 Student Evaluation Sheet](#)



Years 9/10/11

Year 9	Year 10	Year 11
<p><b><u>Relationships and Sex Education RSE</u></b></p> <p>01 - Sexual Consent and the Law            05 - Sexual Harrassment and Stalking            06 - HIV and AIDS            07 - AIDS Prejudice and Discrimination            05 - Relationships and Partners            01 - STI Lesson</p>	<p><b><u>Relationships and Sex Education RSE</u></b></p> <p>01 Campaigning Against FGM            02 Sexting and sharing explicit images            03 Porn Lesson 1            04 Porn Lesson 2            05 Domestic Abuse and Violence            06 Relationships, Sexual Abuse and Rape            07 Sexualisation of the Media</p>	<p><b><u>Relationships and Sex Education RSE</u></b></p> <p>01 Peer on Peer Bullying            02 Fertility and what impacts it            03 Alcohol and Bad Choices            04 Importance of Sexual Health            05 Revisiting Contraception            06 Revisiting STIs            07 Respect and Relationships</p>

Please see the school website for the whole school PSHE overview to see where RSE fits in to the wider context. Detailed resources can be seen on request.

<http://www.blaconhighschool.net/phse/>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>•</li> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



# BLACON HIGH SCHOOL SUCCESS THROUGH PARTNERSHIP

## 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			

Please return to this form to school for the attention of the Headteacher