



BHES

“Relationships and sex education policy”

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.

Date adopted: 01/03/2022

HISTORY OF POLICY CHANGES

Date	Page	Details of Change
March 2022	Front	The Meriton removed
	Appendix 1	Letter to parents Curriculum – jigsaw link added
June 2023	Appendix 3	SRE across the service
September 2023	All	Reviewed – no changes
December 2025	All	Change to Jigsaw weblink

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1. 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

2. Statutory requirements

PLEASE NOTE:

Students at BHES receive short term input to enable them to return to their on roll school, we do not always deliver all aspects of the school curriculum.

We must provide RSE to all pupils as per the [Children and Social work act 2017](#).

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

3. Parent Consultation

Question	Average score	1 - Strongly agree 5 - Strongly disagree	
I would like to know more about what the school will be teaching as part of Relationships and Sex Education at each key stage.	3	Neutral	Curriculum added to website
I would like to attend a workshop about Relationships and Sex Education.	4	Disagree	Offer of support via Facebook group
I am pleased that my child will be learning about different aspects of relationships- including family structures, friendship, bullying, teamwork, growing up, feelings, stereotypes and consent.	2	Agree	
I appreciate the benefit of children being taught about relationships and acknowledge the link to safeguarding.	2	Agree	
I feel confident about answering my child's questions linked to relationships and growing up.	2	Agree	
I would like to know when my child is going to be participating in a Relationships and Sex Education lesson.	2	Agree	Schedule added to website and Facebook group kept up to date with upcoming topics
I would like to know more about the right to withdraw my child from Relationships and Sex Education.	4	Disagree	Form added to website
I would like to know about further reading, websites and books that I can read or share with my child at home, linked to Relationships and Sex Education.	2	Agree	Links added to Facebook group on a regular basis
I agree that Relationships and Sex Education should be inclusive and represent the diverse society in which we live.	2	Agree	
Please add any further comments or questions you have here.	Prior warning is vital for some - parents can prepare child to reduce any anxiety where needed.		Schedule added to website and Facebook group kept up to date with upcoming topics

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

Jigsaw curriculum

[Jigsaw website](#)

6. 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).

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

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

7.1 The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

The head teacher 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.

7.3 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 head teacher.

7.4 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/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 head teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

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 head teacher 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 the Senior Leadership Team through:

Monitoring arrangements may include planning scrutinies, learning walks, etc.

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

This policy will be reviewed by Gwen Bennion, Assistant head teacher and designated safeguarding lead on an annual basis. At every review, the policy will be approved by the management committee and head teacher.

Appendix 1 – RSE letter to parents

Sex and Relationships Education

We believe that promoting the health and well-being of our students is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Sex and Relationship Education (SRE) is an important part of the PSHE course. We will be teaching lessons about SRE during terms 3 & 4 which will include topics such as (puberty; relationships and communication skills; pregnancy; contraceptives; prevention of HIV/AIDS and other sexually transmitted diseases; prevention of sexual abuse; FGM; body image; sexting and social media; pornography; consent.) During the course, students will be able to ask questions, which will be answered factually and in an age appropriate manner. Each student's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of SRE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of SRE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many students will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Sex and Relationships Education – Frequently Asked Questions

What are the aims of SRE in our school?

Depending on the age of the children and the lessons in their particular year group, we want SRE to:

- Develop the confidence to talk, listen and think about their feelings and relationships
- Develop friendship/relationship skills
- Develop positive attitudes, values and self esteem
- Provide knowledge and understanding about puberty and the changes that will take place
- Provide knowledge and understanding about reproduction and sexuality
- Address concerns and correct misunderstanding that children may have gained from the media and peers
- Develop skills to help children protect themselves against unwanted sexual experience
- Know where and how to seek help

Can you explain the school's SRE Morals and Values Framework?

SRE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. SRE will be delivered within the school's agreed equal opportunities framework.

SRE will support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- Respect for self and others
- Commitment, trust and love within relationships
- Understanding diversity regarding religion, culture and sexual orientation
- Honesty with self and others
- Self-awareness

- Exploration of rights, duties and responsibilities

Misunderstandings about SRE

There is sometimes concern that SRE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality SRE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if SRE has an effect it is a positive one: "sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour".

In the UK the research is even more positive. Analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age than those for whom parents or other sources were their main source. Schools have an important role to play in SRE.

Appendix 2 - 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.

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

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	

Appendix 3 - Sex Education – year 9+

Classes

To ensure students receive sex and relationships education they will participate in PSHE as part of their offer for BHES. If students do not attend these lessons the 1:1 students procedure will be followed.

PSHE curriculum covers with statutory duty - [Jigsaw Curriculum](#)

1:1 students

To ensure students receive online safety the follow occurs:

- Home risk assessment complete
- Parents sent a Sex Education Google form - <https://forms.gle/9w5p6ACzkeB4UZjS7>
- Using this form a bespoke lesson is produced – this can be:
 - Informal discussion or a full lesson;
 - Time up to 1 hour;
 - With the parent or on their own;
 - Face to face or online;
 - Parents sent follow up email:
 - Thank you for taking part in the sex and relationships session. If you have any further questions or would like a chat or some advice please email me back at this address. Also, a very good website for more information is <https://www.brook.org.uk/>.

BCH

Students and parents have information about Brook Sexual Health clinic available to them via Lead Teachers.

Riverside

PSHE Curriculum Offer and input

Identity, Relationships and Inter-personal skills

- Covered by the psychology team as part of DBT sessions.
- Content is integrated into small group sessions with the teaching team.