



RELATIONSHIPS AND SEX EDUCATION (RSE)

This policy relates to the Senior School. A separate policy exists for the Junior School.

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Scope

Following the Introduction of the Relationships [Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#), made under sections 34 and 35 of the Children and Social Work Act 2017, with effect from 1 September 2020 secondary schools must ensure that every registered student from Year 7 and above is provided with Relationships and Sex education. This is subject to a limited parental right to withdraw students as detailed on Page 4 of this document.

Definition of RSE

Bootham uses the definition provided by The Sex Education Forum which defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Policy Context and Rationale

This policy covers Bootham School's approach to Personal, Social, Health and Economic Education (hereafter PSHE) throughout key stages 3, 4 and 5. It was produced by the Head of Wellbeing through consultation with all students in their PSHE lessons in September 2020, parental talks with Q&A opportunities during the spring term of 2021, the Deputy Head and the Designated Safeguarding Lead on 17th March 2021 and Heads of Year. The policy was

first published for the 2020-21 academic year and will be reviewed annually thereafter in consultation with parents through a parental survey and parent appointments, and student groups.

Policies Consulted

In writing this policy, the following school policies were consulted:

- Equality Policy
- Learning Support Policy
- Preventing Radicalisation and Extremism Policy
- Purpose, Aims, Ethos and Values
- SMSC policy
- Safeguarding and Child Protection Policy
- Anti-Bullying
- Expectations, Standards and Positive Relationships Policy

Additionally, the following DfE documents and legal frameworks were consulted:

- KCSIE September 2021
- National curriculum in England: framework for key stages 1 to 4 (published 2013 updated 2020)
- Equality Act (2010)
- Education Act (2002) section 78
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017 sections 34 and 35

Policy Aims

This policy aims to provide guidance on Bootham's commitment to enabling all pupils to make safe decisions regarding sex and relationships through both formal education within curriculum time and as part of wider discussion opportunities, including through visiting speakers and seeking support from teachers, pastoral staff and the health centre.

RSE Aims and objectives

Relationships and Sex Education supports the individual's lifelong learning about sex, sexuality, emotions, different types of relationships and sexual health. Embedded within the wider PSHE curriculum, it is intended to enable young people to acquire information, develop skills and form positive beliefs, values and attitudes that support them to move from adolescence to adulthood safely and confidently.

Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs. Central to the RSE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships, both with themselves and others. They are also less likely to be exploited by others.

Relationships and sex education is needed as:

- (a) Children and young people say that they want to learn more about sex and relationships (including all types of relationships)
- (b) Parents say that although they want to talk to their children about sex and relationships, they want schools to help and support them
- (c) It is a legal requirement for schools to provide RSE
- (d) RSE can make a positive contribution to children's and young people's personal and social development
- (e) RSE can help to prevent negative health outcomes such as unintended pregnancies and sexually transmitted infections

The delivery of RSE will seek to:

- (a) Generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- (b) Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- (c) Enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision makers.
- (d) Enable pupils to develop the ability to form positive, non-exploitative relationships.
- (e) Enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- (f) Enable pupils to understand the process of human reproduction.
- (g) Emphasise the role and value of family life.
- (h) Enable pupils to know what is and what is not legal in matters relating to sexual activity including FGM.
- (i) Inform pupils of where they can go for further information and advice.

Delivery of RSE

RSE is delivered by the Head of Wellbeing and Wellbeing in conjunction with the specialist team working in the school's Health Centre. Ofsted has identified that an emotionally safe and secure learning environment is a feature of outstanding PSHE (2013). Use of a working agreement or ground rules is an essential technique to help create and maintain a safe learning environment, and can also be a useful activity in itself.

A class agreement is established at the start of each academic year or if there is a change in the makeup of the class. This is revisited at the start of the RSE topic. Students will have a copy of the agreement in their files for reference.

The Head of Department is appropriately qualified to support and deliver high quality RSE resources and is able to deliver CPD sessions to any staff who are new to the changes in the guidelines for RSE. Appropriate training opportunities are offered to staff who are new to teaching RSE. Alongside the Head of Wellbeing, trained health professionals from the school Health Centre deliver PSHE and RSE content.

As part of an integrated programme, the PSHE education curriculum also covers areas that link closely to RSE including emotional health and wellbeing, drugs, body image, self-esteem and cultural pressures. There are links between areas of knowledge and understanding in PSHE and RSE, for example in relation to alcohol and drugs and emotional health.

RSE is delivered throughout the school in a range of ways:

- Schoolrooms and Seniors (Years 7-11): RSE content delivered through PSHE lessons. The RSE units contains age appropriate content and discussion questions. RSE issues will also be discussed in other units (such as the impact of risk taking behaviours such as drugs and alcohol and how sexuality can relate to issues of equality and gender identity.)
- College: Sixth Form lectures will contain RSE content as part of the two year cycle of lectures and follow up discussion material. If external visitors contribute to RSE they are selected because they have the right skills and experience to make a unique contribution and add value.

At all stages of PSHE education students are taught in a way that is accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health. Students are positively encouraged to ask questions verbally or anonymously, including through the use of anonymous question boxes or equivalent online platforms.

Equality and Inclusion

When teaching these subjects, the religious background of all students will be taken into account when planning teaching, so that the topics that are included in the core content are appropriately handled. Bootham School ensures that we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. In line with the best practices recommended by the PSHE Association and the Sex Education Forum, PSHE/RSE at Bootham is positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy

It is the policy of the PSHE department that RSE is taught in an inclusive manner and is accessible to all students including those with SEND and EAL. When planning the subjects, we take into consideration that some students are more vulnerable to exploitation, bullying and other issues because of any learning differences

- Teachers are to avoid the assumption that romantic or sexual partners will be of the opposite sex and are to avoid heteronormative language.
- Information on contraception, sexual health and healthy relationships will take into account the full spectrum of sexual identification and preference.
- Teachers are to ensure that they use appropriate language and that attitudes in students which suggest homophobic views or which engage in sexist or racist stereotypes are challenged and reported in line with school policies.

Parental Right To Withdraw

Parents have the right to withdraw their child, wholly or partly, from Sex Education lessons and talks, but not from Relationships Education. Students who are withdrawn will be excused until such time as the request is withdrawn or the Head considers that the student should not be so excused. This should be reconsidered three terms before the child turns sixteen after which point, if the student wishes to receive sex education, the school will make arrangements to provide it during one of those terms.

Before granting the request for their child to be excused, the Head will discuss the request with parents and, as appropriate, with the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum; such discussion will be documented and a record of this process will be kept. Unless there are exceptional circumstances, we will respect the parents' request. The school will offer further dialogue to Parents and will encourage them to provide their child with Sex Education at home if they choose to withdraw their child, and school will support parents in their choice by providing copies of materials used with students in school. Parental choice to withdraw a child from Sex Education, does not affect the child's right to use confidential health services provided at the school or elsewhere.

Consultation Process

The RSE syllabus has been developed in consultation with the following groups

- Students
- Parents
- Pastoral staff and the safeguarding team
- Governors

Pastoral Care and Safeguarding

Teachers are regularly reminded of their responsibility to pass on disclosures made by students in response to the subject content concerns about child safety. This is usually through CPOMS or by directly approaching the Designated Safeguarding Lead.

The Head of Wellbeing meets with school's Health Centre Nurse Manager through PSHE department meetings and Heads of Year in order to discuss a range of issues including those relevant to RSE.

Content/Scheme of Work

Below is a list of the topics covered in RSE in each age group. A number of topics that will impact on RSE are taught as part of the Health and Wellbeing units such as puberty education, female genital mutilation, self-esteem, body image, managing emotions, managing conflict and online interactions and safety.

YEAR GROUP	RSE CURRICULUM CONTENT
Lower Schoolroom (Year 7)	<ul style="list-style-type: none"> • Diversity- personal identity, celebrating difference, diverse communities. • Prejudice – stereotypes, privilege, equality. • Bullying – bystander or upstander? Cyberbullying and online safety. • Managing friendships • Managing emotions – emotional literacy and self awareness. • Self-worth – Self esteem • Friendships and romance – Keeping good friendships. Falling in love. • Types of relationships and marriage. • Relationship boundaries • Sexual orientation – The LGBT Community Bodily autonomy
Middle Schoolroom (Year 8)	<ul style="list-style-type: none"> • Discrimination – breaking down stereotypes, prejudice, 2010 Equality Act • Racism and religious discrimination • Ableism and fat phobia • Sexism – women’s rights and equality, MeToo and Times Up, what does it mean to be a man? • Homophobia, biphobia, transphobia • Gender identity – gender dysphoria, transgender people, non-binary identities. • Consent • Sexting, image sharing and pornography • Contraception and protection • Teen pregnancy
Upper Schoolroom (Year 9)	<ul style="list-style-type: none"> • Families and parenting • Healthy relationships • Conflict resolution (PRV triangle) • Relationship changes • Harassment and assault • Intimate relationships – biology and mechanics, pleasure and masturbation, love and abuse, why do people have sex?, delaying sexual activity. • Consent – consent and the law, harassment and stalking. • Contraception and protection • STIs – Common STIs, prejudice and discrimination, challenging stigma. • Pornography, sexting and image sharing
Lower Senior (Year 10)	<ul style="list-style-type: none"> • Relationships and sexexpectations – sources of information about relationships and image sharing. Challenging misconceptions about sexual norms and behaviours • Harassment and stalking • Pleasure and challenges – positive sex education and partnered communication • Media and pornography – pornography, sexting and nudes. • Contraception, Communication, Consent

	<ul style="list-style-type: none"> • Extremism – recruitment and grooming, social isolation, combatting extremism, different forms of extremism. • Radicalisation – e-safety, signs of radicalisation, support. • Community and belonging – multicultural Britain, belonging, building a community • Privilege – why can't some people access education? Privilege in the law, job market and education.
Upper Senior (Year 11)	<ul style="list-style-type: none"> • Personal and partnered Values • Assertive communication – respect and boundaries. • Relationship challenges – cheating, managing breakups, substances and sexual behaviour. Image sharing. • Abusive relationships and coercive control – peer on peer abuse. • Harmful relationships. • Contraception, Communication, Consent • Different families – same-sex parenting, fostering, adoption • Parental responsibility – parenthood, financial planning, parenting support, social work and early help. • Fertility and Pregnancy – what affects fertility, fertility treatment, teenage pregnancy choices, abortion. • Marriage and forced marriage – marriage and civil partnerships, divorce, forced marriage.

College students (years 12 and 13) receive lectures and follow up materials on consent, contraception and communication and the impact of pornography.

Monitoring and Evaluation

Understanding, confidence and knowledge of RSE topics is assessed in line with the PSHE department assessment policy which can be found using the link [here](#).

Resources

In line with Ofsted (2013) recommendations the PSHE department makes use of a 'range of well-chosen and imaginative resources to support learning, such as case studies, scenarios, visual images and video clips with thought-provoking messages'.

When new resources are being considered the following questions will be considered:

- Is the resource consistent with the values set out in the school RSE policy?
- Is it factually correct and up-to-date?
- Does it encourage active and participatory learning?
- Is the resource contemporary in terms of the realities of children and young people's lives?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models for girls and boys / women and men and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the children and young people?
- Are teachers confident about using the resource?

Review of policy

Date of last review:	September 2021
Person responsible:	Head of Wellbeing in consultation with Parents
Review Group	LM/ Compliance Committee
Approval Group	Governors' Meeting
Date of next review:	September 2022

Note: This policy is reviewed annually for matters of fact and process.