

Relationships and Sex Education (RSE) Policy



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The policy should be read in conjunction with other relevant policies: anti-bullying policy, behaviour policy, child protection and safeguarding policy, PSHE, ICT acceptable use policy.

1. Introductory statement

This policy covers Balcarras' whole school approach to Relationships and Sex Education (RSE).

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Balcarras believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

2. Equality, inclusion and social justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to a fully inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE at Balcarras School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

3. Definition of relationships and sex education

Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. (RSHE Guidance)

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health (The Sex Education Forum).

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

4. Subject content

The curriculum programme is developed by Hayley Davies (Head of Personal Development).

In Balcarras School we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Balcarras Relationships and Sex Education

<u>Relationships and Sex Education</u>	By the end of secondary school, pupils should know:
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs.

	5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that

	once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 13. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 11. How information and data is generated, collected, shared and used online. 14. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 15. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
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	16. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage.

	13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.

	10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
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The Law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), ‘virginity testing’ and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility.

Relationships and Sex Education - Autumn Term

Date (Every Monday)	Year 7	Year 8	Year 9	Year 10	Year 11
September 1	Assembly – Citizenship/British Values	Bullying and Cyberbullying	Struggling Online – Part 1	Peer Pressure	Healthy and Unhealthy Relationships
September 2	Forming positive friendships – Part 1	Assembly – Respect	Struggling Online – Part 2	Relationship Qualities and Behaviours	The Effects of Pornography
September 3	Forming positive friendships – Part 2	Raising Awareness of Learning Disabilities and Autism	Romantic Relationships – Part 1	Managing Conflict in Relationships	Ending Relationships
September 4	Understanding Identity	Sexual Orientation (The Equality Act)	Romantic Relationships – Part 2	Addressing Relationship Abuse	Assembly – Protected Characteristics RECAP
October 1	Healthy and Unhealthy Relationships	Relationship Values	Capacity to Consent	Consent and Sexual Assault	Fertility and Routes to Parenthood – Part 1
October 2	Introducing Consent (Yr7)	Chelsea’s Choice – 2:15pm-3:35pm	Sexual Content Online (CEOP)	Looking out for each other	Fertility and Routes to Parenthood – Part 2
1st Extended PD Session					
October 3	Misogyny – HE	Consent – Avoiding Assumptions – Part 1	Misogyny and Incels - HE	Sexual Exploitation	Pregnancy Outcomes

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Half Term Holiday					
November 1	Different Families – Part 1	Consent – Avoiding Assumptions – Part 2	Sextortion – Part 1	FGM	Year 11 Mock Exams
November 2	Different Families – Part 2	Sexual Harassment	Sextortion – Part 2	Modern Families – Legal Rights	Year 11 Mock Exams
November 3	Managing Conflict	Online Misogyny - HE	Making Disclosures of Abuse	What can you remember? – End of Term Assessment	Year 11 Mock Exams
2 nd Extended PD Session					
November 4	Puberty and Relationships	Commitment	Gender Stereotypes	Careers – Practice Interview Prep	Pregnancy Choices: Abortion
December 1	What can you remember? – End of Term Assessment	RE Session – Legal marriage in the UK and religious marriage in the UK	Good Communication	Religious and Ethnic Identities in the UK – HE (Citizenship)	Virginity Testing and Hymenoplasty (plus FGM recap)
December 2	Feedback/Catch-up session	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	Feedback/Catch-up session	What can you remember? – End of Term Assessment

Health Education – Spring Term

Date	Year 7	Year 8	Year 9	Year 10	Year 11
January 1	Mental Health – Part 1	Harmful Microbes, Antibiotics and Antimicrobial Resistance	Health services, self-examination and vaccination – Part 1	Philosophy and Ethics – Would you rather? (HE)	RE – Forced and child marriage
January 2	Mental Health – Part 2	HPV and the HPV Vaccination	Health services, self-examination and vaccination – Part 2	RE Session – Capital Punishment (HE)	World Human Rights Day – HE (RE & Citizenship)
January 3	Promoting emotional wellbeing and resilience	Talking about our emotions	Healthy Lifestyle	RE Session – Medical Ethics (HE)	RE Session – Privilege (HE)
3rd Extended PD Session					
January 4	Building Connections	Digital Resilience	Unhelpful thoughts	Assembly – Digital Footprint	RE Session – Discussion Bingo (HE)
February 1	Tobacco	Self-Esteem and Confidence	Healthy coping strategies	New Challenges	Maths Mock Exam
February 2	Drugs – Caffeine Consumption/Energy Drinks	Drugs - Alcohol	Dealing with change	Reframing negative thinking	Recognising mental ill-health and when to get help

Half-Term Holiday					
February 3	Dental Health	Managing Risk – Looking after your personal safety	Managing Risk – Unsafe and Emergency Situations	Killer Punch – Anger Management	Gambling
March 1	The Sleep Factor	Tackling Peer Pressure	Legal and Illegal Drugs	Drugs	Managing our health
March 2	AI Chatbots	Fraud	Vaping	Blood, organ and stem cell donation	Staying Safe – Dangerous and Emergency Situations
March 3	Assembly – Water Safety	Identity Fraud	Grief	What can you remember? – End of Term Assessment	Information Economy
4 th Extended PD Session					
March 4	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	<u>*Start of LWW folder*</u> Managing money (including tax)	Feedback/Catch-up session
Easter Holiday					

Living in the Wider World – Summer Term

Date	Year 7	Year 8	Year 9	Year 10	Year 11
April 1	Careers - Teams Speaker Session Online	Careers - Teams Speaker Session Online	Careers - Teams Speaker Session Online	Year 10 Exams	Careers – Financial Choices
April 2	Careers – Podcast – Types of Jobs	Careers – LMI	Careers - What does success mean to me?	Money – Finance and the world of work	Mortgages and Loans – JAG
April 3	Careers - Top Trumps	Careers – Your skills, your team, your future	Careers – Taking control of your career journey	Citizenship – Local, regional and international governance – MKS	Careers – Consent to Share
May 1	Discrimination and The Equality Act 2010 - HE	Careers – Career types	Careers - Gender Stereotypes	The Legal System - MKS	
May 2	British Values – HE	Children’s Rights	Careers – WEX Researching possible placements	International Relations - MKS	
5th Extended PD Session					
May 3	Visible Differences	Rail Safety	Budgeting, Saving and Debt	The Year 10 Election - MKS	
Half Term Holiday					

June 1	Interpreting information online – Part 1	Young People and Gangs	British Values	The Year 10 Election - MKS	
June 2	Interpreting information online – Part 2	Revision Strategies - HE	Fake News	Know your rights: The Equality Act 2010	
June 3	Road Safety – Part 1	Deep Fakes	AI Chatbots	What to do in a weapons attack	
6th Extended PD Session					
June 4	Road Safety – Part 2	Targeted Advertising	Water Safety	First Aid	
July 1	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	
July 2	Pupil Feedback/Mindfulness	Pupil Feedback/Mindfulness	Pupil Feedback/Mindfulness	Pupil Feedback/Mindfulness	

Extended Personal Development – The order of these sessions may change due to speaker availability.

Extended PD		Year 7	Year 8	Year 9	Year 10	Year 11
Session 1 October	10am-11am	Bullying Speaker	Self Esteem	Equality	Extremism and Radicalisation	Promoting Wellbeing
	11:20pm-12.20pm	Bullying Session	Bullying Speaker	Discrimination	Extremism and Radicalisation	Promoting Wellbeing
Session 2 November	10am-11am	Online Safety	Diversity	Revenge Porn	Careers	Gender Inequality Speaker
	11:20pm-12.20pm	Social Media and Mental Health	Racism	Coercive Control	Careers	Consent
Session 3 January	10am-11am	Year 7 Quiz (Teamwork)	Sexting	Self-Harm Speaker	Mental Health Speaker	Careers
	11:20pm-12.20pm	Year 7 Quiz (Teamwork)	Healthy Lifestyle	Body Image	Revision Strategies	Careers
Session 4 March	PM Reg +P5	Mini Careers Fayre	Mini Careers Fayre	Gender Inequality Speaker	Organ Donation Speaker	Mindfulness
	PM Reg +P5	Mini Careers Fayre	Mini Careers Fayre	Gender Inequality Speaker	Organ Donation Session	Exam Stress
Session 5 May	10am-11am	First Aid	Knife Crime	Careers	Sexual Health Speaker	No Session – Study Leave
	11:20pm-12.20pm	First Aid	Joint Enterprise	Careers	Sexual Health Session	No Session – Study Leave
Session 6 June	10am-11am	British Heart Foundation (Charity Event)	Drugs Speaker	Sex Education	RE – Religious Festivals	No Session – Study Leave
	11:20pm-12.20pm	British Heart Foundation (Charity Event)	Smoking and Vaping	Sex Education	RE – Religious Festivals	No Session – Study Leave

5. Subject delivery

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. (RSHE Guidance)

RSE will be delivered in Balcarras School as part of our Personal Development curriculum, which has planned, timetabled sessions across all key stages, using a spiral curriculum approach.

The Head of Personal Development will work closely with colleagues in related curriculum areas to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning through using a whole school approach and utilising time outside of subject lessons; e.g. tutor time, assemblies and enrichment days.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below).

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

6. Monitoring

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the Head of Personal Development and SMT on a regular basis. If changes are needed, they will be clearly communicated to staff and parents.

The Head of Personal Development monitors the implementation of the programme through:

- Planning scrutiny
- Looking at samples of pupils' work
- Discussion with tutors
- Pupil feedback
- Looking at the end of term tests

7. Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Feedback and evaluation by pupils
- Sampling pupil work and portfolios.

8. Pupil assessment

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. (RSHE Guidance)

Balcarras School uses a range of assessment methods to get regular feedback on pupil progress in RSE. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Pupil Personal Development books.
- Baseline and endpoint assessment activities.
- Tests at the end of each term.

9. Pupil voice

Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils. (RSHE Guidance)

Pupil voice is central to the culture and ethos of Balcarras School. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives.

Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

10. Answering pupil questions

The school's policy should cover how the school handles (difficult) questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (RSHE Guidance)

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carers has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

11. Working with parents/carers

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We will ensure that parents/carers are fully informed about what we teach and when through the school website and the parent portal on the VLE. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. Personal development lesson booklets can be found on the parent portal on the VLE to support these discussions. If parents/carers require access to additional curriculum materials used to teach RSE, they can be requested by contacting the Head of Personal Development.

12. Parental right to request their child be excused from sex education

Schools should work closely with parents and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (RSHE Guidance)

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do **not** have a right to withdraw their child from Relationships Education.

Parents/carers do **not** have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do **not** have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Head of House to discuss their concerns. The Head of House will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the Head of House in writing and the school will keep a record of this.

Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

13. Working with visitors and external agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. (RSHE Guidance)

From time-to-time Balcarras may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

14. Safeguarding and child protection

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. (RSHE Guidance)

Balcarras acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Balcarras School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

At Balcarras School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.