

Relationships and Sex Education (RSE) Policy



Contents

1. Introductory statement
2. Equality, inclusion and social justice
3. Definition of relationships and sex education
4. Subject content
5. Subject delivery
6. Monitoring
7. Evaluation
8. Pupil assessment
9. Pupil voice
10. Answering pupil questions
11. Working with parents/carers
12. Parental right to request their child be excused from sex education
13. Working with visitors and external agencies
14. Safeguarding and child protection

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

Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. (RSHE Guidance, p14)

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, p25)

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.

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 (PSHE Coordinator).

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

<p><u>Relationships and Sex Education</u></p>	<p>By the end of secondary school, pupils should know:</p>
<p>Families</p>	<ul style="list-style-type: none"> ▪ that there are different types of committed, stable relationships. ▪ how these relationships might contribute to human happiness and their importance for bringing up children. ▪ what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ▪ why marriage is an important relationship choice for many couples and why it must be freely entered into. ▪ the characteristics and legal status of other types of long-term relationships. ▪ the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ▪ how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> ▪ the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships, this includes different (non-sexual) types of relationship. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice). ▪ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. ▪ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ what constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media	<ul style="list-style-type: none"> ▪ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ▪ about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ▪ not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ what to do and where to get support to report material or manage issues online ▪ the impact of viewing harmful content. ▪ that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ▪ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ how information and data is generated, collected, shared and used online.
Being safe	<ul style="list-style-type: none"> ▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ▪ how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ▪ how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ▪ that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing. ▪ the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. ▪ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ that they have a choice to delay sex or to enjoy intimacy without sex. ▪ the facts about the full range of contraceptive choices, efficacy and options available. ▪ the facts around pregnancy including miscarriage. ▪ that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

	<ul style="list-style-type: none">▪ how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.▪ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.▪ how the use of alcohol and drugs can lead to risky sexual behaviour.▪ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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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:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Relationships and Sex Education - Autumn Term

Date	Year 7	Year 8	Year 9	Year 10	Year 11
September 1	Rise Above Resource – Forming positive relationships (friendships).	Rise Above Resource – Bullying and Cyberbullying.	Childnet Resource – Struggling Online	Childnet Resource – Peer Pressure	Childnet Resource – Online Healthy and Unhealthy Relationships.
September 2	Rise Above Resource – Forming positive relationships (friendships).	Assembly - Bullying	Childnet Resource – Struggling Online	Childnet Resource – Peer Pressure	Childnet Resource – Online Healthy and Unhealthy Relationships.
September 3	EC Publishing - Understanding Identity	PSHE Association – Disability Discrimination	PSHE Association – Romantic Relationships	PSHE Association – Relationship Qualities and Behaviours	Alice Ruggles Resource – Stalking and Harassment
September 4	Assembly – Citizenship	PSHE Association – Disability Discrimination	PSHE Association – Romantic Relationships	RE – Capital Punishment	Home Office – Relationship Rights and Reporting Abuse
1st Whole School Personal Development Session					
October 1	PSHE Association – Healthy and Unhealthy Relationships	PSHE Association – Sexual Orientation and Gender Identity	PSHE Association – Capacity to Consent	Assembly - Conflict	PSHE Association – Fertility and Routes to Parenthood
October 2	PSHE Association – Healthy and Unhealthy Relationships	PSHE Association – Sexual Orientation and Gender Identity	PSHE Association – Capacity to Consent	PSHE Association – Managing Conflict in Relationships	PSHE Association – Fertility and Routes to Parenthood
October 3	PSHE Association – Managing Conflict	PSHE Association – Relationship Values	Home Office – Making Disclosures of Abuse	PSHE Association – Addressing Relationship Abuse	PSHE Association – Pregnancy Outcomes
Half Term Holiday					

Reviewed October 2022

November 1	PSHE Association – Introducing Consent (Yr7)	PSHE Association – Introducing Consent (Yr8)	Childnet Resource – Sexting, peer pressure and consent.	Home Office (Disrespect Nobody) – Consent & Movember Resource	<i>Year 11 Mock Exams</i>
November 2	PSHE Association – Introducing Consent (Yr7)	PSHE Association – Introducing Consent (Yr8)	PSHE Association – FGM (KS3 Version)	Citizenship - MKS	<i>Year 11 Mock Exams</i>
November 3	EC Publishing – Different Families	PSHE Association – Parenting	NSPCC – Gender Stereotypes	GHLL Resource – Sexual Exploitation	PSHE Association – Pregnancy Choices: Abortion
2nd Whole School Personal Development Session					
November 4	PSHE Association - Puberty and Relationships	PSHE Association – Commitment (FASTN)	Assembly - Stereotyping	PSHE Association – FGM (KS4 Version)	RE – Forced Marriage and Child Marriage
December 1	PSHE Association - Puberty and Relationships	RE – Legal marriage and religious marriage in the UK	EC Publishing – Conflict at Home	RE – Religious and Ethnic Identities in the UK	Citizenship – Human Rights
December 2	What can you remember? - Test	What can you remember? - Test	What can you remember? - Test	What can you remember? - Test	What can you remember? - Test

Health Education – Spring Term

Date	Year 7	Year 8	Year 9	Year 10	Year 11
January 1	PSHE Association – Attitudes to mental health	PSHE Association – Digital Resilience	Rise Above Resource – Unhelpful thoughts	PSHE Association – New Challenges	PSHE Association – Recognising mental ill-health and when to get help.
January 2	PSHE Association – Attitudes to mental health	PSHE Association – Digital Resilience	PSHE Association – Healthy coping strategies	PSHE Association – New Challenges	PSHE Association – Recognising mental ill-health and when to get help.
3rd Whole School Personal Development Session					
January 3	PSHE Association – Promoting emotional wellbeing and resilience.	Rise Above Resource – Building Connections	VB Assembly - Volunteering	PSHE Association – Reframing negative thinking.	RE - Privilege
January 4	Assembly - Wellbeing	PSHE Association – Mental Health	Rise Above Resource – Dealing with change	RE – Would you rather?	PSHE Association – Gambling
February 1	Rise Above Resource – The Worry Tree	PSHE Association – Mental Health	Rise Above Resource – Dealing with change	Killer Punch Resource – Anger Management	PSHE Association – Gambling
February 2	Rise Above Resource – The Worry Tree	PSHE Association Drugs – Tobacco	Rise Above Resource – Online Stress and FOMO	Rise Above Resource – Body Image in a digital world	Teenage cancer trust resource
Half Term Holiday					

February 3	PSHE Association Drugs – Caffeine Consumption/Energy Drinks	PSHE Association Drugs – Alcohol	PSHE Association Drugs – Exploring Attitudes	Rise Above Resource – Sleep	PSHE Association Drugs – Substance use and assessing risk
March 1	PSHE Association – The Sleep Factor	St John’s Ambulance Resource – First Aid	PSHE Association Drugs – Exploring Attitudes	PSHE Association – Alcohol and Cannabis	PSHE Association Drugs – Substance use and managing influence
March 2	VB Assembly – University of Gloucestershire	Assembly - Wellbeing	PSHE Association Drugs – Drugs, the law and managing risk (& cannabis)	GHLL - Drug Gangs	PSHE Association Drugs – Help seeking and sources of support
4th Whole School Personal Development Session					
March 3	PSHE Association – Dental Health	Rise Above Resource – Emotional Effects of Puberty	PSHE Association Drugs – Drugs, the law and managing risk (& cannabis)	Assembly - Wellbeing	What can you remember? - Test
March 4	What can you remember? - Test	What can you remember? - Test	What can you remember? - Test	What can you remember? - Test	Assembly - Wellbeing

Living in the Wider World – Summer Term

Date	Year 7	Year 8	Year 9	Year 10	Year 11
April 1	EconoME Resource – What influences my decisions?	EconoME Resource – How can I make informed decisions?	EconoME Resource – Why do my decisions matter?	EconoME Resource – How can I manage financial risk?	VB Careers
April 2	EconoME Resource – What influences my decisions?	EconoME Resource – How can I make informed decisions?	PSHE Association – Becoming an internet citizen	MBC Assembly – Charitable giving and volunteering	JAG – Mortgages and Loans
5th Whole School Personal Development Session					
May 1	EC Publishing – Discrimination and The Equality Act 2010	PSHE Association – Be Internet Citizens (Us vs Them)	Home Office – Serious and Organised Crime	PSHE Association Careers – Showcasing Personal Strengths	Home Office – Role Models
May 2	PSHE Association - Visible Differences	PSHE Association – Be Internet Citizens (Speaking up, speaking out)	Home Office – Serious and Organised Crime	PSHE Association Careers – Managing Online Reputation	
May 3	PSHE Association - Visible Differences	VB Careers - LMI	Home Office – Knife Free KS3	Citizenship – Local, regional and international governance	
Half Term Holiday					
May 4	EC Publishing – British Values	EC Publishing – Stranger Danger	Home Office – Knife Free KS3	RE - Cults	

June 1	VB Careers – Workplace Behaviours	VB - Careers Journey	VB Careers – Money Matters	Home Office – Knife Free KS4	
June 2	VB Careers – Workplace Behaviours	VB Careers – Money Matters	PSHE – Gangs (Managing Risks and Staying Safe)	PSHE Association – Understanding and Preventing Extremism	
6th Whole School Personal Development Session					
June 3	Home Office- Coercive Friendships (preventing involvement in crime)	PSHE Association – Tackling Homelessness	PSHE Association – Valuing Diversity (Inclusion, belonging and addressing extremism)	PSHE Association - Radicalisation	
July 1	Home Office- Coercive Friendships (preventing involvement in crime)	PSHE Association – Tackling Homelessness	PSHE Association – Valuing Diversity (Inclusion, belonging and addressing extremism)	JWI – The Legal System	
July 2	What can you remember? - Test	What can you remember? - Test	What can you remember? - Test	What can you remember? - Test	

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

PD Days		Year 7	Year 8	Year 9	Year 10	Year 11
Session 1 September	10am-11am	Year 7 Induction Quiz	Self Esteem	Equality	STIs	Careers
	11:20pm-12.20pm	Year 7 Induction Quiz	Self Esteem	Discrimination	HIV Speaker	Careers
Session 2 November	10am-11am	Bullying Session	Knife Crime Speaker	Self-Harm Speaker	Careers	Relationship Abuse Speaker
	11:20pm-12.20pm	Bullying Speaker	Racism	Revenge Porn	Careers	Consent
Session 3 January	10am-11am	Online Safety – Police Speaker Session	Personal Hygiene and Healthy Lifestyle	Knife Crime	Mental Health Speaker	Careers
	11:20pm-12.20pm	Online Safety Session	Plastic	Body Image	What to do in a weapons attack	Careers
Session 4 March	PM Reg +P5	Mental Health	Citizenship	Drug Crime Speaker	Organ Donation Speaker	Mindfulness
	PM Reg +P5	Mental Health	Citizenship	Drugs	Personal Safety	Exam Stress
Session 5 May	10am-11am	First Aid	Relationships	Careers	Drugs Speaker	No Session – Study Leave
	11:20pm-12.20pm	First Aid	Mindfulness	Careers	Drugs	No Session – Study Leave
Session 6 June	10am-11am	British Heart Foundation (Charity Event)	Drugs Speaker	Sex Education	Work Experience	No Session – Study Leave
	11:20pm-12.20pm	British Heart Foundation (Charity Event)	Smoking and Vaping	Sex Education	Work Experience	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, p8)

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 PSHE Coordinator 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 and assemblies.

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 PSHE Coordinator and SMT on a regular basis. If changes are needed, they will be clearly communicated to staff and parents.

The PSHE Coordinator 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, p43)

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 PSHE 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, p12)

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, p23)

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/carer 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 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.

We will ensure that parents/carers are fully informed about what we teach and when through the school website.

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

All 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, p17)

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, p18)

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, p42)

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.

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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.