



Rated 'EXCELLENT' by ISI in 2023

Relationships and Sex Education Policy

BETHANY SCHOOL
CURTISDEN GREEN
GOUDHURST
KENT

Pupils' views on why Bethany needs a Relationship and Sex Education Policy.

So that the school ensures that pupils receive relationship and sex education that prepares them for the challenges of their age and for the future as an adult, in keeping with British values. The promotion of an inclusive society in which all members are respected and valued. Pupils are able to develop an understanding of how to keep themselves and others safe both in the real world and in the cyber world.

Inspection Standard(s)	ISSR 5 and 7
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1. Policy

Following statutory guidance from the DfE under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996 the following policy is in addition to the PSHCE policy. This policy takes account of guidance in:

- Keeping Children Safe in Education
- Behaviour and Discipline in Schools
- Equality Act 2010
- SEND Code of Practice
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying
- Sexual Harassment and Sexual Violence between Children in Schools
- SMSC requirements for Independent Schools
- and should be read in conjunction with other Bethany School policies such as:
- PSHCE Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

The Policy is maintained by the Deputy Head Pastoral in conjunction with the Head of PSHCE and the Senior Nurse with input from the parent body prior to being ratified by the Governing Body. The policy is reviewed annually. It is published on the Bethany School website and can be sent out on request.

2. Definition

The delivery of a programme for Relationship and Sex Education (RSE) is a statutory requirement for all schools. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE does not promote sexual activity either directly or indirectly.

This policy has been developed to comply with the statutory requirements and has been agreed with staff, parents and the Senior Nurse.

3. Delivery of RSE

RSE is taught within the PSHCE curriculum by the Senior Nurse, with a teacher present or by the Head of PSHCE who develop and maintain the curriculum they deliver. Biological aspects of RSE are taught within the science curriculum. Religious perspectives are included in Religious Studies and online aspects in Computing.

Many aspects of the RSE provision delivered by the Senior Nurse are supported by the wider PSHCE programme delivered by designated teachers. PSHCE is delivered in a programme that follows the PSHE Association guidance and is delivered throughout on the basis of supporting pupils in making well informed decisions about all aspects of their life from real world relationships to staying safe online to misuse of drugs and alcohol to what a good friendship should look like. These sessions are supported by tutors in Tutor Session in which a programme is created by the Deputy Head Pastoral in conjunction with the Head of PSHCE and a wide range of assemblies delivered by staff and pupils.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to develop and manage changing relationships and emotions
- Understanding of human sexuality, including self-esteem and the need for consent
- Recognising and assessing potential risks, to include grooming, radicalisation, female genital mutilation (FGM) and forced marriage
- Understanding the impacts of watching pornography
- Seeking help and support when required
- Knowledge of the law
- Informed decision-making, including faith perspectives
- Self-respect, empathy and equality for others, including lesbian, gay, bisexual and transgender (LGBT) issues and the law

We will ensure a safe learning environment

- Teachers and pupils will agree ground rules
- Distancing techniques will be used
- Pupils' questions will be answered by the School Nurse/PSHCE teacher
- Sensitive issues will be handled by careful planning and use of PSHE Association guidance
- Pupils will be able to raise questions anonymously by posting them in the red box in the dining room.
- All staff teaching RSE will be supported by DSL PSHCE HoD

By the end of Secondary School the programme will have allowed pupils to develop knowledge of:

- Different types of committed stable relationships

- How these relationships contribute to human happiness
- What marriage means including, the legal status of marriage, same sex marriage, cohabitation rights and other religious variations on marriage
- Why marriage is an important relationship choice for many couples and 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 children
- How to identify trustworthy sources of information on healthy relationships
- The characteristics of positive and healthy friendships
- Practical steps that they can take, in a range of different contexts to improve and support respectful relationships
- How stereotypes can create bias, particularly in respect to the protected characteristics under the Equality Act 2010
- That in wider society people should expect to receive respect but also to be respectful of others
- To demonstrate tolerance towards other's beliefs
- To have respect for authority
- To be able to identify different types of bullying including cyber bullying and the impact of bullying on others including the responsibility 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
- The legal rights and responsibilities regarding equality
- Their rights, responsibilities and opportunities online including that the same expectations of behaviour in all contexts apply online
- About online risks
- Not to provide material to others that they would not want to be shared

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- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That sexually explicit material such as pornography presents distorted pictures of sexual behaviour and can be damaging
- That sharing and viewing indecent images of children including those created by children is a criminal offence
- How information and data is generated collected and shared and used online
- The concept of law in relation 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
- How to recognise the characteristics and positive aspects of healthy one to one intimate relationships
- That all aspects of health can be affected by choices they make in sex and relationships positively or negatively
- 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 about pregnancy including miscarriage
- That there are choices in relationships
- That there are choices in relation to pregnancy

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- How the different sexually transmitted infections including HIV aids are transmitted her risk can be reduced through safer sex
- About the prevalence of some sexually transmitted infections and the impact that they have on those who contract them
- How the use of alcohol and drugs can lead to risky sexual behaviours

How to get further advice including how and where to access confidential sexual and reproductive health advice and treatment

4. Roles and Responsibility

The Governors approve the RSE policy and hold the Headmaster to account for its implementation.

The Deputy Head Pastoral is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any aspects of the curriculum.

The Senior Nurse is responsible for:

Developing and delivering the RSE aspects to promote healthy attitudes and safe sexual practice which may be best held in single sex groups and allow for some confidentiality (unless safeguarding issues arise) in co-ordination with the Head of PSHCE. Ensuring appropriate resources are used throughout the programme.

The Head of PSHCE is responsible for:

- Ensuring the PSHCE provision is full and comprehensive including in all aspects required by this policy, in co-ordination with the Deputy Head Pastoral.
- Ensuring the curriculum is presented in an accessible format.
- Provision of age appropriate materials for the teaching of aspects of RSE not delivered by the Senior Nurse.
- Support of teachers and tutors to deliver RSE
- Monitoring of RSE delivery across the PSHCE programme
- Create the timetable for delivery of RSE within the PSHCE programme.

Teachers are responsible for:

- Delivering aspects of RSE that link into their topics within the PSHCE programme in a sensitive way, ensuring it is inclusive and age-appropriate
- Maintaining professional boundaries
- Modelling positive attitudes to RSE
- Monitoring discussions and progress
- Answering pupils' questions in an age-appropriate manner
- Passing on any safeguarding concerns to the Designated Safeguarding Lead
- Responding to the needs of individual pupils, including special educational needs and disability (SEND) students
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Deputy Head Pastoral.

5. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-Science components of Sex Education only. Relationship education is compulsory. Requests for withdrawal should be put in writing and addressed to the Deputy Head Pastoral. A copy of withdrawal

requests will be placed in the pupil's educational record. The Deputy Head Pastoral will discuss

the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from Sex Education. Parents can withdraw pupils up until their sixteenth Birthday. It may be that only certain topics or issues are requested by parents.

6. Pupils' Right to Opt In

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils who have been withdrawn by their parents have a right to opt back into RSE up to three terms before their sixteenth Birthday.

7. Monitoring and Evaluation

The delivery of RSE is monitored by the Head of PSHCE through the delivery of a set curriculum and termly learning walks. The content is evaluated by pupil and teacher feedback.

8. Annexe A

Bethany School RSE Curriculum Map

Themes by Year Groups

Year 7

- Personal Hygiene and Oral Health.
- Healthy lifestyle choices regarding diet, physical activity and sleep.
- Managing influences, relating to caffeine, smoking, vaping and alcohol.
- How to manage physical and emotional changes during puberty.
- How to recognize and respond to inappropriate and unwanted contact.
- Maintaining a balance between school work, leisure and online activities.

Year 8

- Roles and responsibilities within families.
- Marriage, civil partnerships and the decision to have children.
- The differences between biological sex, gender identity and sexual orientation.
- Sexual attraction and managing strong feelings.
- The risks of sexting and managing requests to send images.
- Basic forms of contraception. How to communicate about consent in relationships.

Year 9

- Consent and withdrawal of consent including the law relating to sexual consent.
- Gauging your readiness for sexual intimacy and the choice to delay sex or enjoy intimacy without sex. Intimate relationships should be pleasurable.
- STDs and how to protect against them.
- Contraception and how to access contraception and advice. The communication necessary in relationships about this.
- The risks relating to unprotected sex. Unintended pregnancy – sources of support and options available.
- Trust in relationships and behaviours that build trust. Female Genital Mutilation, how to access support for themselves or those that may be at risk.

Year 10

- STDs – reducing the risk of transmission and accessing sexual health services, and responsibilities within families.
- Diversity in romantic and sexual attraction and developing sexuality, including sources of support. The different types of intimacy – including online. Positive and negative consequences of intimacy.
- Choosing and accessing contraception with a partner and negotiation of use.
- Unintended pregnancy – emotional responses, options, advice and support. Legal position of abortion and different beliefs / opinions about this.
- The characteristics of strong / unhealthy relationships. Benefits / negatives and seeking support.
- How to manage how you think about yourself and your health and wellbeing. How to be assertive and build resilience to peers and other influences on how you feel.

Year 11

- Healthy pregnancy, fertility and miscarriage. Options for those who can't conceive or maintain a pregnancy.
- Sexual health and sexual health services and overcoming misconceptions and barriers to using these. Choices and support available in the event of an unplanned pregnancy.
- Assessing your readiness for sex and online sexual activity as an individual and a couple. The role of pleasure in sexual relationships and orgasm.
- Consent in relationships. Sexual assault and victim blaming (including online abuse). The impact of drugs and alcohol on choices and sexual behaviour.
- The purpose of blood, organ and stem-cell donation for individuals in society.